

**ASSESSMENT OF FACTORS INFLUENCING FORM FOUR STUDENTS'
EXAMINATION PERFORMANCE: A CASE OF MASWA DISTRICT**

ERICK NYANDA LUGAYILA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTER'S DEGREE IN EDUCATION
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CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance by the Open university of Tanzania the dissertation entitled “Assessment of Factors Influencing Form Four Students’ Examination Performance: A Case of Maswa District” in partial fulfilment of the requirements for the master’s degree of education in administration, planning and policy studies of the Open University of Tanzania.

.....
Dr. Evaristo Andreas Mtitu

(Signature)

.....
Date

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DECLARATION

I, Erick Nyanda Lugayila, do hereby declare that this dissertation is the work of my own and that to the best of my knowledge it has never been submitted for similar degree or its equivalent in any other University.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my wife, Ester and my sons Goodluck, Ezekiel, Philemon and Gift. The door is open for them to work hard in the world of study so as to realize successful life.

ABSTRACT

The purpose of this study was to assess the factors influencing form four students' examination performance in Maswa District. The study involved 127 respondents in which eighty nine (89) were students, thirty (30) were teachers, eight (8) were key informants who were purposively selected and employed to share information related to students' academic performance in their area. The study employed probability sampling technique which including Simple Random Sampling (SRS) to obtain both teachers and student's information. The study also involved non-probability sampling technique (purposive sampling) to select key informant in order to obtain relevant data. In order to achieve researcher's objectives structured interview method, Focus Group Discussion (FGD) and abstraction method were applied in collecting information in order to come up with adequate and relevant findings, whereby questionnaire, FGD guide and a Checklist was applied as tools for data collection. From the discussion of findings, based on research objectives and hypothesis, the study recommends the following to improve students' examination performance. Policy initiatives to reduce dropout rate should be taken, reviewing English syllabus in order to make it familiar to both teachers and students, undertake monitoring and evaluation of day to day teaching and learning practice, employ new teachers especially science teachers and motivate in-service ones, ensure positive Student's attendance, supply of teaching and learning materials to the school including reference and textbooks, provision of seminars and learning programs to students so as to motivate on the importance of education, establishment of English language speaking programs and lastly ensure positive cultural behavior among the society.

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LIST OF ABBREVIATIONS AND ACRONYM

AEDP	-	Aboriginal Employment Development Policy
DED	-	District Executive Director
DEO	-	District Educational Officer
FGD	-	Focus Group Discussion
HG	-	Higher Grade
IQ	-	Intelligence Quotient
MoEVT	-	Ministry of Education and Vocational Training
NECTA	-	National Examination Council of Tanzania
OECD	-	Organization for Economic Co-operation and Development
PEDP	-	Primary Education Development Programme
PISA	-	International Student Assessment
SLO	-	Statistical Logistic Officer
SPSS	-	Statistical package for Social Science
SRS	-	Simple Random Sampling

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

In recent days, in the world, education performance was seen with a great challenge, while other countries are performing well, others are doing worse. The Organization for Economic Co-operation and Development (OECD) Program for International Student Assessment (PISA) announced the results of the survey of education performance in 2010. The survey was taken in over 70 of the most developed countries in the world and surveyed half of a million 15-year-old students.

The survey consisted of reading literacy, mathematics and science sections. OECD tests students for their preparedness for future challenges and ability to analyse reason and communicate effectively. Hong-Kong China, Korea and Finland were in the top 3 in reading literacy. The next rankings for reading were: Singapore, Canada, New Zealand, Japan, Australia and Netherlands. Girls read better than boys in every country, by an average of 39 points, the equivalent to one year of schooling. Students do well regardless of their socio-economic background.

High performing school systems tend to prioritize teacher pay over small class sizes, Countries where students repeat grades tend to have worse results overall. Repeating grades is most common in Belgium and France, Schools with good discipline and better student-teacher relationships do better and the percentage of students who “read for pleasure” dropped from 69% in 2000 to 64% in 2009, (Kasia, 2010).

Relatively, performance of South African schools for instances, indicate that some 80% of schools are highly ineffective, producing only 15% of Higher Grade (HG) passes in mathematics in the Senior Certificate (SC) examinations, compared to 66% produced by only 7% of the country's top performing schools. (Moloi and Strauss, 2005; Howie et al, 2007) Even though South Africa has a lot of resources compared to Tanzania, but still Performance in education is very poor. This result also shows that, most of the countries in Southern Sahara do perform poorly in comparison to other African countries. Take for instance the mean scores for Grade 6 mathematics, 2000 statistics show that Tanzania has a mean quartile of 522, while South Africa has 486, Botswana 513, Mauritius 584, and Seychelles 544. Therefore, the school performance in most African countries is poor.

Tanzania in particular, Performance in secondary school levels of study has become worse as the time goes on, data obtained from a household survey conducted in 2002, Census report of 2002 as well as the study done by Action Aids in 2004 indicates that, illiteracy rate amongst Tanzania adult was 28.1% compared to 9.6% reported 1986. Recent statistics shows that illiteracy among adult population is 31% (AEDP, 2008).

One may find that, most of the students in secondary school in Tanzania do fail in their final exams yearly. The MoEVT conducted the National Form Two Examination for 2011 in 4,187 centres, where a total of 418,974 candidates sat for the examination. The candidates who passed the examinations were 190,259 (45.40%) out of which 77,388 were girls and 112,871 were boys national wise. Also

the quality performance of all schools candidates with credit passes (A, B and C) in the Basic Science if compared with Arts Subjects in Certificate of Secondary Education Examination 2011 results, the overall performance in the Basic Science, with the exception of Basic Mathematics, was higher than the Art Subjects in 2011 results. For example Physics (13.65%), Chemistry (15.75%), Biology (9.37%) and Basic Mathematics (5.83%) while for Art Subjects was, History (5.22%), Geography (7.22%), Kiswahili (7.86%) and English (8.49%) (ESDP, 2012)

Maswa district was among the district which performed poorly in final national exams, it has dropped from 66.7% in 2008 to 49.7% in 2012 for public secondary schools for those students who performed division (I-IV) whereby the majority performed with division IV while private school performance has dropped from 73.5% in 2008 to 55% in 2012 (Necta, 2008-2012). This shows that performance drops as the time goes on. Among the factors reported to have contributed to poor performance includes; lack of community awareness on the importance of education, unconducive literacy environment, shortage of appropriately resourced library and laboratory especially in rural areas and deficit of teaching and learning materials, etc. The education and training policy (ETP) of 1995 is seen as guide for provision of education and training in the country. The major thrust is in the area of increasing enrolments, quality improvement, equitable access and optimum utilisation of available resources, the policy sets some priorities for implementation for instance:-

- a) Improving the quality of education at all levels, especially availability of textbooks, laboratories and school desks. The improvement of quality education is enhanced by the availability of adequate and competent facilitators,

teaching/learning resources, as well as conducive learning environment (ETP, 1995)

- b) Curriculum which caters for the desired learning needs of the targeted beneficiaries.
- c) Improving the Education and Training Policy and its strategies including skills development.
- d) Improving access to education at all levels for learners with disabilities.
- e) Increasing financing for all education sub-sectors.
- f) Improving teachers' services, including housing and incentives (ETP, 1995).

In spite of subsequent strategies taken by the government to make sure that quality education is provided to every individual learner regardless of the use of little resources it has, but still students fails in final examination. We can ask ourselves why this, despite of the implementation of secondary education development programme (SEDP: 2004-2009 phase I, 2010-2015 phase II), which express various objectives to realize what including high education performance, increasing enrolment and access, equity and strengthening institutional arrangements at all levels. The ESDP is also works in line with the Tanzania Development Vision 2025 and MKUKUTA to realise its objectives, but still Student's Performance goes worse.

This is a critical problem because, large number of students fails, while we expected more students to pass since the teaching and learning environment for some extent have been kept on being nourished, with the government to increase qualified teachers yearly, construction of an infrastructures, increased teaching and learning

materials. Therefore, what was wrong with student examination performance? Why majority failed in final exams? What were responsible factors? A number of factors could be identified, but to what extent each factor accounts on student's performance in Maswa? Thus, this study intended to determine factors for poor examination Performance among students in Maswa District.

1.2 Statement of the Problem

Poor examination performance among the secondary school students remains the major challenge in educational sector particularly in Maswa District. Data obtained from documentary search indicated that an average of 42.5% of secondary school leavers in Maswa District failed in final examination every year since 2008-2012 (Necta, 2008-2012).

In spite of strategies taken by the government to ensure high education performance among students but the performance continued to decline as the time goes on. Performance in examination among students was expected to be improved by the use of different potentials, opportunities and scarce resources it has, but still students failed yearly in their final examinations. Report shows that, level of performance in Maswa district decreased up to 49.7% in 2012 when compared to 66.7% in 2008 (Necta, 2008-2012).

These statistics show that there was poor examination Performance among secondary school students in Tanzania at large and Maswa District in particular, in spite of successful implementation of some policies and programs such as ETP (1995) and

secondary Education Development Programme (SEDP). Among the main objective of SEDP is to improve the quality of secondary education in order to raise pass rate at Division I-III, but in reality the implementation of this objective failed particularly in Maswa district. The problem affects not only educational sector but also social, technological, economic and political aspects of life. Census report of 2002 as well as the study done by Action Aids in 2004 indicates that, illiteracy rate amongst Tanzania adult was 28.1% compared to 9.6% reported 1986. Recent statistics shows that illiteracy among adult population is 31% (Matthew, 2008).

Based on literatures from different authors and statistics from Necta on the problem, with the identification of knowledge gap from literatures built on research question, Thus, this study intended to determine factors for poor examination Performance among students in Maswa District with fact that there was no or little empirical research that have been done in the study area to solve the problem. Therefore, from the number of reasons to explain this situation, it is now clear that there were a number of factors which influence students' examination performance in Maswa district.

Children were the most affected by the problem, severity of illiteracy rate for the long time may greatly cause lack of knowledge and skills of a community necessary to function as a literate and numerate member of the broader society. Therefore, the researcher's interest on the problem was motivated by the need to solve the problem and reduce the effect of mass examination failures. The reason to explain this situation is now clear, so far there was no or little empirical research that have been

done in the study area to solve the problem.

1.3 Significance of the Study

The study aimed to determine factors influencing examination performance among the secondary school leavers in Maswa District; hence the findings of the study will assist Educational Planners and Educational Policy Makers and Educational administrators in planning Education and setting appropriate strategies to overcome the problem. This undertaking will greatly help in the formulation of policies for the improvement of the educational setting of the country. Since the national government believes that education, particularly basic education (Primary and Secondary education) is vital for poverty alleviation. Thus, by showing that there is correlation between the factors and achievement of students' examination performance, this topic of education research is relevant.

The report also remains as a reference for future interventions, it will be helpful to local government officials especially those working in educational sector, Non-Governmental organization and the society in general in improving students examination performance, particularly those of Maswa District society. Strengths and Weaknesses observed and identified in the teaching and learning process will help the ministry of education and vocational training to improve the existing situation and use those identified opportunities to create new methods and techniques for examination performance improvement.

The teachers will directly benefit from this study because they can improve their management and instruction practice by giving attention on the values of the study

and it will also aid instructors in establishing better relationship with students which can ultimately lead students to better examination performance.

The parents will benefit from this study, since they will be aware of the problems of their children and how those problems affect the students' academic performance, they can start to exert an extra effort to speak to their children and help them in their studies in order to achieve higher examination performance. It would also help parents to become aware of their responsibility not only on the financial aspect but as well as on the moral aspect.

On the other hand, through this study it is hoped that students will understand various factors influencing their performance in final examinations. Such kind of awareness can lead to self-improvement hence better examination performance.

1.4 Study Objectives

1.4.1 General Objective

The study generally intended to assess factors influencing students' examination performance in Maswa District.

1.4.2 Specific Objectives

Specifically the proposed study intended:

- a) To examine the form four national examination performance status.
- b) To compare examination performance by school type and ownership.
- c) To determine factors influencing students' national examination performances in the study area.

- d) To give solution on the improvement of students' examination performance.

1.5 Research Hypothesis and Questions

In this study, the researcher intended to use both research hypothesis and research questions because, the study involved the triangulation research method which include both quantitative and qualitative research method whereby in quantitative researcher used hypothesis while in qualitative the researcher used research question.

1.5.1 Research Hypothesis

In order to examine the form four national examination performance status, we need to study the relationship between annual and terminal examination performance, we have to compare means between the two variables by the use of paired samples t-test with the:-

Null hypothesis: - that average annual examination performance was the same as that of terminal examination performance (in %) respectively.

$H_0: \mu_1 = \mu_2$, (i.e. $\mu_1 - \mu_2 = 0$)

Alternative hypothesis: - average annual examination performance were different to terminal examination performance (in %) respectively.

$H_1: \mu_1 \neq \mu_2$, (i.e. $\mu_1 - \mu_2 \neq 0$) for two tailed test or $\mu_1 > \mu_2$ or $\mu_1 < \mu_2$ for one tailed tests

- a) In order to compare examination performance by school type and ownership. We have to use Analysis of Variance (ANOVA) to compare means of the variables

under study with the use of One Way (ANOVA) Classification as it assumed variables to be influenced by one factor which was school ownership and or school type in this case. So, with the:-

Null hypothesis: - that Average annual and terminal examination performance (in %) were the same in both school type and ownership,

$$H_0: \mu_1 = \mu_2 \dots = \mu_k$$

Against **alternative hypothesis** that Average annual and terminal examination performance (in %) were different in both school type and ownership.

$$H_1: \mu_1 \neq \mu_2 \dots \neq \mu_k \text{ (at least one mean differ from the rest).}$$

- b) In order to determine factors influencing students' national examination performances in the study area. The analysis of these factors was done using correlation to test hypothesis about correlation coefficients among the study variables (bivariate relationship) with the:-

Null hypothesis: - that there was no correlations between the two variables under study that was Terminal or Annual Examination performance and each variable under study outlined.

$$H_0: \rho = 0, \text{ (i.e. no correlations between the two variables under study)}$$

Alternative hypothesis: - there was a correlation between the two variables under study that was Terminal or Annual Examination performance and each variables under study outlined.

$H_1: \rho \neq 0$, (i.e. There is correlations between the two variables under study)

1.5.1 Research Questions

- a) What was the student's examination performance status in Maswa district?
- b) To what extent did the students' examination performance vary by school type and ownership?
- c) What factors determined form four national examination performances in Maswa District?
- d) What strategies / solution used for improvement of students' examination performance in Maswa district?

1.6 Scope of the Study

The study was based on the assumption that, the whole Maswa District was under study in which a sample of four (4) Secondary schools were selected Purposively, out of which 2 schools, were doing better while the rest 2 were doing badly because all schools were coming from the same environment thus, the researcher expected to get the same responses in those schools by comparing students' examination performance status, by school type and ownership. Finally, factors influencing students' examination performance were examined.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter applies a critical perspective approach as a theoretical framework to present the thoughts and values on factors influencing examination performance around the world. The theories originate from the Critical perspective based on motivational and awareness theories. The theories express how motivated people can perform their duties successfully in comparison to unmotivated.

This chapter explains about theoretical and empirical review of the study on factors influencing form four students' examination performance. Therefore high performers survive as they continue to get rewarded but poor performers may have sad ends. Whatever the reasons behind poor performance, it is important to identify the reasons that cause them as it is, the most fundamental outcome contributing to the success of an organization. Good performance can drive an organization towards success while poor performance may slow down its growth. Performance therefore is a decisive platform in the corporate world. It determines student's future career growth and secures stability in an organization. If one fails to perform, it is obvious that she/he will fail to excel further in future. We must however understand that poor performance is not a status that cannot be changed.

Different scholars have identified different theories on performance, however it depends on what kind of performance the theory was based. In this study, the

theories concentrated on the academic and or examination performance, below are some of the theories that tried to explain about academic and or examination performance in the field of education.

2.1.2 Theory of Awareness

Ability and motivation go together to impact performance and the most successful performance improvement efforts combine strategies for improving each. This creates a positive environment where people feel supported to reach their performance potential and feel valued, knowing that the organization wants to find a good fit for their abilities (Jayasuriya, 2004).

To figure out what is causing the performance issue, you have to get to the root cause of the problem. These types of solutions focus largely on the ability of the person performing the job. Performance through this theory is a function of both ability and motivation. Below is the illustration of the theory through the following function.

$$\text{Performance} = f \{ \text{Ability} \times \text{Motivation} \}$$

Where:

- Ability is the person's aptitude, as well as the training and resources supplied by the organization.
- Motivation is the product of desire and commitment. Someone with 100% motivation and 75% ability can often achieve above-average performance. But a worker with only 25% ability won't be able to achieve the type of performance you expect, regardless of his or her level of motivation. (Jayasuriya, 2004).

The theory supports the assumption that teaching and learning ability is a critical part of educational performance. The ability is the natural phenomenon intruded in personal (IQ)/ Physical aspects like organizational/school financial position. However, most organizations/schools do have little time or resources needed to remedy significant gaps in educational performances. Not only this but also motivation can stimulate an individual performance. If student/teachers are not motivated, there is a great chance to poor performance. Thus educational leaders need to address these key components of performances in order to realize their objectives. This theory is working in today's world; and the reaction of it is clearly seen in today's societies.

2.1.3 Motivational Theories

There are various theories as to what motivates workers in an organization to perform duties. In this perspective, workers here are explained as all those who impact educational performance like teachers, students and all other educational stakeholders in the firm (Jim, 2012).

2.1.3.1 Theory of Scientific Management

This theory was developed by Frederick Winslow Taylor (1856 – 1917). He put forward the idea that workers are motivated mainly by pay. In his Theory of Scientific Management, Taylor argued the following:-

Workers do not naturally enjoy work and so need close supervision and control. Therefore managers should break down production into a series of small tasks

Workers should then be given appropriate training and tools so they can work as efficiently as possible on one set task. Workers are then paid according to the number of items they produce in a set period of time- piece-rate pay. As a result workers are encouraged to work hard and maximize their productivity. Taylor's methods were widely adopted as businesses saw the benefits of increased productivity levels and lower unit costs.

The most notably advocate was Henry Ford who used them to design the first ever production line, making Ford cars. This was the start of the era of mass production. Taylor's approach has close links with the concept of an autocratic management style (managers take all the decisions and simply give orders to those below them) and Macgregor's Theory X approach to workers (workers are viewed as lazy and wish to avoid responsibility). The theory has a close relationship with this study on academic performance in the sense that, in order for the teachers and students to enhance good academic performance, they need to be motivated in terms of fiscal (financial) and material being so as to stimulate them work for good performance as an assumptions provided by Taylor.

2.1.3.2 Social Needs Theory

This theory was developed by Elton Mayo (1880 – 1949). Believed that workers are not just concerned with money but could be better motivated by having their social needs met whilst at work (something that Taylor ignored). He introduced the Human Relation School of thought, which focused on managers taking more of an interest in the workers, treating them as people who have worthwhile opinions and realizing

that workers enjoy interacting together. Mayo conducted a series of experiments at the Hawthorne factory of the Western Electric Company in Chicago. He isolated two groups of women workers and studied the effect on their productivity levels of changing factors such as lighting and working conditions. He expected to see productivity levels declining as lighting or other conditions becoming progressively worse. What he actually discovered surprised him: whatever the change in lighting or working conditions, the productivity levels of the workers improved or remained the same. From this Mayo concluded that workers are best motivated by:-Better communication between managers and workers (Hawthorne workers were consulted over the experiments and also had the opportunity to give feedback). Greater manager involvement in employees working lives (Hawthorne workers responded to the increased level of attention they were receiving). Working in groups or teams, (Hawthorne workers did not previously regularly work in teams).

In practice therefore organizations like schools should re-organize production to encourage greater use of team working and introduce personnel departments to encourage greater managerial involvement in looking after teachers' and students' interests to enhance high educational performance in schools. His theory most closely fits in with a paternalistic style of management (Jim, 2012).

2.1.3.3 Human Need Theory

This theory was developed by Abraham Maslow (1908 – 1970), along with Frederick Herzberg (1923) Introduced the Neo-Human Relations School in the 1950's, which focused on the psychological needs of employees. Maslow put forward a theory that

there are five levels of human needs which employees need to have fulfilled at work. All of the needs are structured into a hierarchy as shown below and only once a lower level of need has been fully met, would a worker be motivated by the opportunity of having the next need up in the hierarchy satisfied. For example a person who is dying of hunger will be motivated to achieve a basic wage in order to buy food before worrying about having a secure job contract or the respect of others. The organization /schools should therefore offer different incentives to workers like teaching staff and non-teaching staff as well as students in order to help them fulfil each need in turn and progress up the hierarchy. Head teachers should also recognize that workers are not all motivated in the same way and do not all move up the hierarchy at the same pace. They may therefore have to offer a slightly different set of incentives from worker to worker and students to students. Figure 2.1 below represents Maslows' hierarchy of needs.

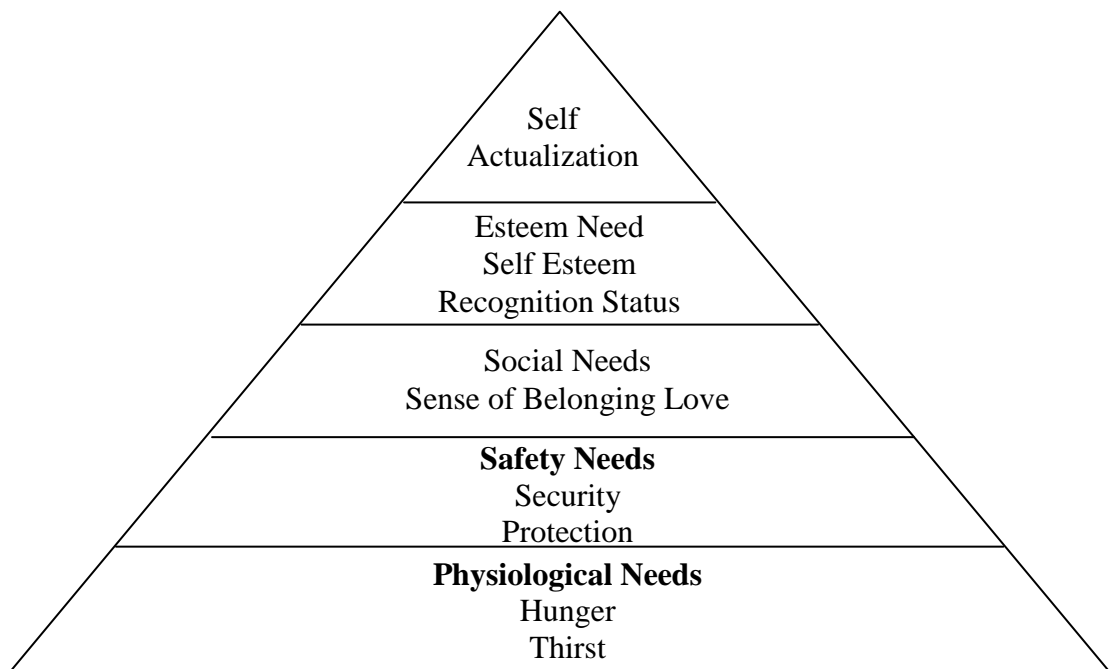


Figure 2.1: Maslow's Hierarchy of Needs

Source: Poston, (2009).

2.1.3.4 Motivation Theory

This theory was developed by Frederick Herzberg (1923) had close links with Maslow and believed in a two-factor theory of motivation. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (Motivators). However there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder (Hygiene factors) Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions but these factors will not make him work harder at his job once he is there. Importantly Herzberg viewed pay as a hygiene factor which is in direct contrast to Taylor who viewed pay and piece-rate in particular. Herzberg believed that businesses should motivate employees by adopting a democratic approach to management and by improving the nature and content of the actual job through certain methods (Jim, 2012).

Some of the methods managers could use to achieve this are:

- a) Job enlargement – workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting.
- b) Job enrichment - involves workers being given a wider range of more complexes, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement.

- c) Empowerment means delegating more power to employees to make their own decisions over areas of their working life.

From the theoretical point of view, one can make application of the theory in the manner that, teachers will only turn up to work if a school has provided a reasonable level of pay and safe and conducive working conditions but these factors will not make him work harder at his job once he is there. So good working conditions may motivate teachers to work hard, also the environment may stimulate students to get committed to study hard things which may results into high examination performance.

2.2.0 Empirical Review

2.2.1 National Form Four Examination Performance Status

The performance of education sector is measured by the expansion and quality in terms of enrolment ratios, transition and completion rates, teacher-students' ratios, school facilities and education performance rates. All these indicators were taken into consideration to evaluate performance of the sector's policies and programme.

Educational Performance in Tanzania, for some extent in some aspect has been nourished, but on the other hand it has become worse as the time goes on, especially on educational performance rate. Data collected from a household survey conducted in 2002, Census report of 2002 as well as the study done by Action Aids in 2004 indicates that, illiteracy rate amongst Tanzania adult was 28.1% compared to 9.6% reported 1986. Recent statistics shows that illiteracy among adult population is 31% (AEDP, 2008).

Therefore, in relation to the above statistics, one may find also that, most of the students in secondary school in Tanzania do fail in their final exams yearly increasing the illiteracy rate among adult population. The MoEVT conducted the National Form Two Examination for 2011 in 4,187 centres. A total of 418,974 Candidates sat for the examination. The candidates who passed the examinations were 190,259 (45.40%) out of which 77,388 were girls and 112,871 were boys nationally. Also the quality performance of all schools candidates with credit passes (A, B and C) in the Basic Science if compared with Arts Subjects in Certificate of Secondary Education Examination 2011 results, the overall performance in the Basic Science, with the exception of Basic Mathematics, was higher than the Art Subjects in 2011 results. For example Physics (13.65%), Chemistry (15.75%), Biology (9.37%) and Basic Mathematics (5.83%) while for Art Subjects was, History (5.22%), Geography (7.22%), Kiswahili (7.86%) and English (8.49%) (ESDP, 2012).

Maswa district is among the district which performs poorly in final national exams, it has dropped from 66.7% in 2008 to 49.7% in 2012 for public secondary schools for those students who performed division (I-IV) whereby the majority performed with division IV while private school performance has dropped from 73.5% in 2008 to 55% in 2012 (Necta, 2008-2012). This shows that performance drops as the time goes on. Among the factors reported to have contributed to poor performance includes lack of community awareness on the importance of education, unconducive literacy environment, lack of appropriately resourced library and laboratory especially in rural areas and deficit of teaching and learning materials, etc.

This shows that the problem is growing up with time, as the results the whole society will suffer the consequence, ignorance as well as health problems while Women and Children suffered the most, thus, one may observe that most of the leavers has scored no employment opportunities which has also a great impact to the national economic development. Therefore, despite the subsequent strategies taken by the government to make sure that quality education is provided to all people by the use of little resources it has, but still the problem is growing as the time goes on, thus there must be something to do to resolve the problem. So, this research was the only solution to the problem.

2.2.2 Accreditation and Certification

In assessing and standardizing student's national examination performance, the government has also increased the focus on assessments and standards as well as accreditation. Such efforts are driven, in part, by concerns for efficiency and cost-effectiveness as played out through efforts to decentralize and privatize education. They are also driven by the desire to improve student's academic performance, increase accountability, ensure quality, and respond to the demands of market competition. Benveniste (2002) asserts that "the rapid spread of national assessment systems is part of a global culture that has embraced the evaluation of student achievement as a powerful instrument that monitors and stimulates education reform worldwide" (p. 91).

Therefore, according to the Education and Training Policy (ETP) of 1995, National Examination Council of Tanzania (NECTA) shall be responsible for setting,

administration, marking, publishing and certification of Form Four National Examination while the Form Two national Examinations shall be administered by the School Inspectorate Department.

In order to achieve this NECTA shall:

- i) Establish a strong system for school assessment and examinations.
- ii) Provide training and support for those responsible for examinations.
- iii) Distribute information on students' performance to teachers, curriculum developers, headmasters/mistress, school inspectors, parents, education researchers and other practitioners.

The Certificate of Secondary Education is awarded in four divisions. The divisions shall be computed basing on the best 7 subjects as shown below:

- a) Division I: 7 to 17 points
- b) Division II: 18 to 21 points
- c) Division III: 22 to 25 points
- d) Division IV: 26 to 34 points (URT, 2013)

2.2.3 Academic Performance Trend of Secondary Schools in Tanzania

2.2.3.1 Comparison of Examination Performance by School Type

Sutnick A.L *et al* (1995) compared performance of graduates of Israeli medical schools in basic and clinical science examinations, hence came up with the following results. Examinations were used for comparison of Israeli medical school graduates. The two schools with traditional curricula had higher pass rates for first takers of

Day 1 (68% and 61%, mean scores 76.6 and 76.4) than the community-based school (44%, mean score 74.5) and the technologically oriented school (40%, mean score 72.5). There were similar pass rates for traditional school first takers of Day 2 (97% and 91%, mean scores 82.4 and 80.4) as for community-based school first takers (94%, mean score 80.1).

The traditional schools and the community-based school demonstrated higher pass rates and mean scores for first takers of Day 2 than the technologically oriented school. Analysis of the time lapse between the basic science curriculum and taking the basic science examination reveals no trend in scores or pass rates. While the likelihood of better performance on Day 1 seems enhanced by traditional curricula, there is an equivalent performance on Day 2 by graduates of schools with traditional curricula.

According to statistical information given in Figure 2.2: Academic performance trend in Maswa district from (2008-2012), shows that there was a gross examination performance, by the year 2008. The average performance reached to 66.7% and then it dropped to 43.4% in 2010 whereby public schools performed poorly in comparison with private schools. This situation shows that such poor performance was caused by various circumstances including unconducive environment for teaching and learning, low teacher's morale and low motivation in spite the increase of the number of qualified teachers as the SEDP indicates. Therefore, according to this information, it shows that there is a disparity in examination performance in terms of the school types.

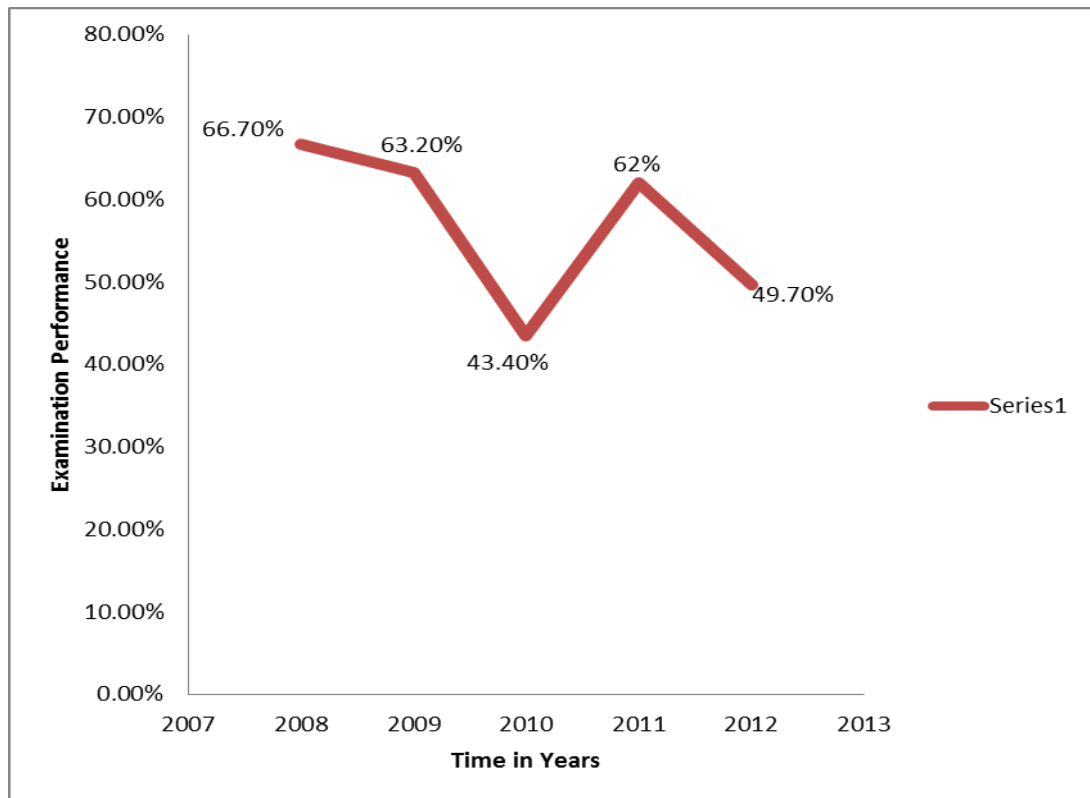


Figure 1.2: General academic Performance Trend in Maswa District From 2008 – 2012

Source: MoEVT, (2009)

2.2.3.2 Comparison of Examination Performance by Ownership

According to Lamb *et al* (2004) whose observation was on the school performance, a number of factors which affect students' examination performance were identified. In their study 5 factors which affect school performance were identified which include:- Previous students' attainment, Socio Economic Status of the student intake, school size, based on number of students, rural/urban location and school sector - public, Private or Catholic. The research report compared between secondary schools performances, using the data sets available from the school-level. They identified five factors, as 'control variables' for performance. Among the variable identified

was public and private or Catholic schools. On this factor, they observed that most of the private schools performed better than public schools. So this study was interested to assess the relationship between students' examination performance and school ownership to check whether there was any correlation between these two variables.

2.2.4 Factors Influencing Students' Examinational Performance

2.2.4.1 Probable Factors Influencing Students' Examinational Performance in Tanzania

Different authors have investigated on the probable factors which influence student's examination performance as identified below;

Observation by Lamb *et al* (2004) on the school performance identified five (5) factors which affect school performance, which includes:- Previous student attainment, Socio Economic Status of the student intake, School size, based on number of students, Rural/Urban location and School sector - Public, Private or Catholic. The research's report compared between secondary schools performances, using the data sets available from the school-level. They identified five factors, as 'control variables' for performance.

Harfield (2013) identified seven (7) causes of poor academic performance in schools which influence also examination performance of individual pupils as follows:- Firstly; Poor eyesight, if the student cannot see the board, he or she cannot achieve to potential. This can become a problem if the student is now sitting farther from the board than previously. Secondly; Poor hearing, the student may not be able to hear the teacher properly. Thirdly; School bullying, if the student is being bullied at

school, this can affect academic performance. Fourthly; Family Problems and financial instability, this is also the most common problem in developing countries like ours; this can interfere with the students study concentration which will result in poor performance. Fifthly; Excessive ambition can result in frustration, leading to a lack of trying. This can result from parental pressure. Sixth; Lack of motivation this is the opposite of excessive ambition. The child needs to understand the importance of good grades, in order that he/she can begin to look forward to a future career and be able to connect good grades with the achievement of career ambitions. Seventh, Puberty. Sometimes, hormonal changes can temporarily affect performance, so can emerge interest in the opposite sex, as can a lack of self-esteem well. However, students' reading intensity may sometimes help students to perform well; in comparison to those who are not serious in studying, so far there are some factors which cannot support this like IQ quotient.

In her study on "the factors affecting academic achievement of students" Blancia (2003) found out that the academic performance of chemistry students was significantly influenced by the following factors: teaching competence, attitude of teachers' work and students, library facility, educational attainment of parents as well as parents' attitude towards studies of their children.

Unameh (2013) presented the major factors that were responsible for the alarming rate of pupils' poor performance in Mathematics in Senior Secondary School Certificate Examination. Those factors included: The Teacher/Principal Factors, Students' Attitude and Commitment, the method of teaching Mathematics, the lack

of instructional material, shortage of education facilities and inadequate supervisors, The Socio-economic factor, Parents/Guardian factor and the School environment factor. There are many problems besetting education in the world, take for instance Philippines, among the school-related factors which affect examination performance among the school students were identified as unqualified and poorly trained teachers, inadequate facilities, and dilapidated instructional materials. Non-school factors include poverty, low educational attainment and illiteracy of parents, and poor health and nutrition (Victorino, 2011).

2.2.4.2 Teacher's Quality And Motivation

One amongst of the principal factors affecting pupils' academic performance. If teachers are not qualified enough to perform teaching duties and if those who are qualified are not well motivated to engage in their daily activities, this may also contribute greatly to the poor performance of students (Unameh, 2013).

2.2.4.3 Inadequate Educational Facilities

The Lack of Instructional Material, Education facilities and inadequate Supervisors, Educational facilities in terms of qualified teachers, well equipped laboratories, standard classrooms, standard libraries, recreational materials, and instructional materials were inadequate in most of these schools. These constraints limit the chances of student success. Teaching and learning materials were very important to the teacher and the student at all levels of the study, it was this material which may influence students to learn more things beyond what they have learnt in daily classrooms. Thus, inadequate educational facilities may contribute to poor

performance (Unameh, M. (2013).

In recent years the provision of books to the school level has increased dramatically, primarily through the ‘capitation grant’. The pupil: book ratios have improved, though are yet to reach adequate levels, possibly because the full capitation grant has not reached the school level on time. The supply of teachers has also gone up, with over 32,000 new teachers recruited in the first three years of PEDP alone. However, the increase in pupils has outstripped the recruitment of teachers. Albeit belatedly, greater attention and resources are given to recruiting teachers for secondary schools, who need to be better equipped than primary school teachers. In August 2006, President Kikwete announced that all university BA students in education will get a full scholarship in a move to spur the supply of competent teachers (HakiElimu Working Papers, 2013).

The major education policy challenge in Tanzania is to have basic education goals focused on capabilities, and organize everything else (teacher education, curriculum, textbooks, libraries, examinations, inspection, use of mobile phones, internet and other technology) around this. Teachers will need to be at the heart of this transformation, and therefore must be meaningfully involved from the beginning and throughout. This is the right time to do it. The question is whether the Government, its development partners, civil society, and all of us are up to the task.

2.2.4.4 Teachers and Students Attendances

If students and teachers attend classes as planned, the probability of good performance increases in comparison with the absenteeism.

2.2.4.5 Readiness of the Students

Students' attitude and commitment can also influence pupils' examination performance, if students are not ready to learn, it is not possible for them to pass their exams. Ezewu (1985) as cited in Unameh (2013) confirmed that a child who has a positive attitude towards what he learns will be highly motivated to engage in activities that promote learning thereby developing a positive self-concept in relation to the total teaching environment. On the other hand, Students' ability can also influence pupils' examination performance, if the students' ability was very low, the probability of performing well become low and the vice-versa is true.

2.2.4.6 Teaching and Learning Environment

Physical environment of the school affects academic performance of the students. According to Bloom (1978) as cited in Unameh (2013) affirmed that environmental influences help the acquisition of knowledge and skills. So, if there are various disturbances in the learning/teaching environment of the student/teacher, or if the environment is not conducive enough to attract learning/teaching environment, it may influence pupils' performance.

2.2.4.7 Curriculum and the Learning Environment

If the curriculum is poorly designed, it can also contribute to poor performance. Poor trained, equipped and paid teachers is among the components of the curriculum, if didn't taken into consideration it may greatly contribute to the poor academic performance of students. While the curriculum in recent time had been modified to copy with the current situation but, one may find that, books are not enough to satisfy

the need of every student. Many observers concluded that, the curriculum used in Secondary schools is not student centred and doesn't provide practical skills and values to the student's life. However, this problem receives little attention as teaching quality is often measured only in terms of quantitative data such as examination results (Kuleana, 1999).

So whatever the reasons behind examination performance, but it is not likely to happen without any cause, examination performance is greatly influenced by various factors which is the most fundamental outcome contributing to the success of an organization like school. According to Meena, (2009) the National Examination Council of Tanzania (NECTA) also influences the nature and practice of teacher or educators in assessment of students in schools. Meena states: "The National Examination has made teacher educators and student teachers use past examination papers to guide the learning process: teaching what is tested rather than testing what is taught..." (Meena, 2009 pp.76).

It is true that, most of students, teachers and even other educators, do use past examination papers to guide the learning process instead of using syllabus. Teaching what is tested rather than testing what is taught can also contribute to this mass failure problem in the country.

2.2.4.8 Language of Instruction

Language of instruction may also act as the boundary and totally affect the instruction practice and learning process in general hence results into poor student's

examination performance, especially if the language is not commonly used in real life of learners and educators.

According to the findings, it was observed that the teacher's teaching practices were constrained by three main challenges including the students' incompetence in speaking English, overcrowded classes, and limited funding for field and project activities.

"...during classroom observation, it was noted that when students were given opportunities to share their experiences regarding some aspects in the instructional topic, volunteering students struggled to present their thoughts. The teacher also revealed that most students especially in the lower classes had not mastered spoken English. As such, many of them felt shy to share their experiences in the instruction processes since they were unable to communicate in English" (Mtitu, 2014, p.165).

Therefore from the beginning, English language in particular to Tanzanian context especially to public primary school was given a little chance to be used in instruction practice. It is only a period of 40 minutes per day in primary schools pupils use English in class for seven years. The rest of time pupils use local/civilian language and Swahili. This has great influence in student's examination performance since when they start using English language as an instructional language in Secondary School. In real sense, the time of learning other subject content using English language in perpendicular to time of learning the English language per see is limited; hence performance of students will depend on the individual ability of the student to capture the language at the time.

Therefore, there are a number of factors that have been identified from various scholars arguing on the same issue of student examination performance globally, regionally and Tanzania in particular but to what extent each factor identified, accounts on student's performance in Maswa district, keeping in mind that there is no any research conducted in Maswa district concerned with the same issue of students' examination performance. So, through responses from respondents, it was this study that identified factors which accounts for variations in student's examination performance in Maswa district.

2.3 Knowledge Gap

As it has been revealed from many literatures, the ability and motivation as identified by Jayasuriya, (2004) go together to impact performance and the most successful performance improvement efforts combine strategies for improving each. This creates a positive environment where people feel supported to reach their performance potentials and feel valued; knowing that the organization wants to realize or reach their goals, so any one need to understand first the root of the poor performance problem, before she/he can fully address it. In spite of being having the knowledge through various literature review by observing various contributing factors to the problem while the government on the other hand make use of all the recommended measures given by various stakeholders including academicians in order to improve examination performance like establishment and implementation of educational policy and programs for the sake of improving educational performance by the use of its own available resources, opportunities and potentials by making sure that, the teaching and learning environment become conducive enough to attract and

make good performance among the students, whereby the government decided also to construct enough classrooms, teachers houses and latrines, buying books to reach the goal of one book for students, provision of teaching and learning aids, but still the problem of poor examination performance persist, therefore, why this problem persist? And to what extent does each factor identified through literature review accounts on student's examination performance in Maswa district, thus, it was this study which intends to focus on motivational aspects as less attention has been taken into granted to investigate the causal effect relationship among the variables for poor examination performance among the students in Maswa schools district so as to break the gap in between and to solve the problem as it occurs.

Also it helped to bridge the knowledge gap on the problem so far there wasn't any study conducted in Maswa district with the same issue of study in student's poor examination performance while on the other hand most studies was concentrated on the ability. Thus, the research results will be helpful to fix a problem particularly for the societal benefits in the study area.

2.4 Conceptual Framework

A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought also, it used as a direction for guiding Research Interventions. Frameworks have also been used to explain conflict theory and the balance necessary to reach what amounts to resolution. Within these conflict frameworks, visible and invisible variables function under concepts of relevance.

The conceptual framework that guided this study is the Campinha-Bacote's model of cultural competence (1991). The model explains the teaching-learning methods (experiential exercises, case studies, and group discussions) used in the intervention. The model also provides an understanding of the processes (cultural awareness, cultural knowledge, cultural skill, cultural encounter and cultural desire) nurses must experience in order to become culturally competent. This conceptual model will be used to interpret the results of the study and to determine its empirical and clinical utility.

Although the Campinha-Bacote's model of cultural competence (1991) has no direct relationship with this study, but it had been modified in order to relate with the concept of this study, as shown in Figure 2.3: Whereby in this study examination performance has been observed to be influenced by different factors including Learning environment., Students Readiness, Student's social motivation, Teachers motivation, Teacher's Commitment, Distance to and from the school, student's attendance, Teaching and learning methods, Monitoring and Evaluation of school education, Number of teachers in schools, Students book ratio, students desk ratio, students - teacher ratio, attendance, accessibility of Library and Laboratory service. This type of model was chosen so as to increase one's understanding of the relationship between the independent and dependent variables.

This study is generally a quantitative in nature but some of the variables are naturally qualitative, so it became a problem in the analysis process as a challenge of this study, therefore the researcher employed a Likert Scaling technique for measuring

attitudes whereby the respondents provided much information by responding to a series of quantified questions in order to resolve the study's problem.

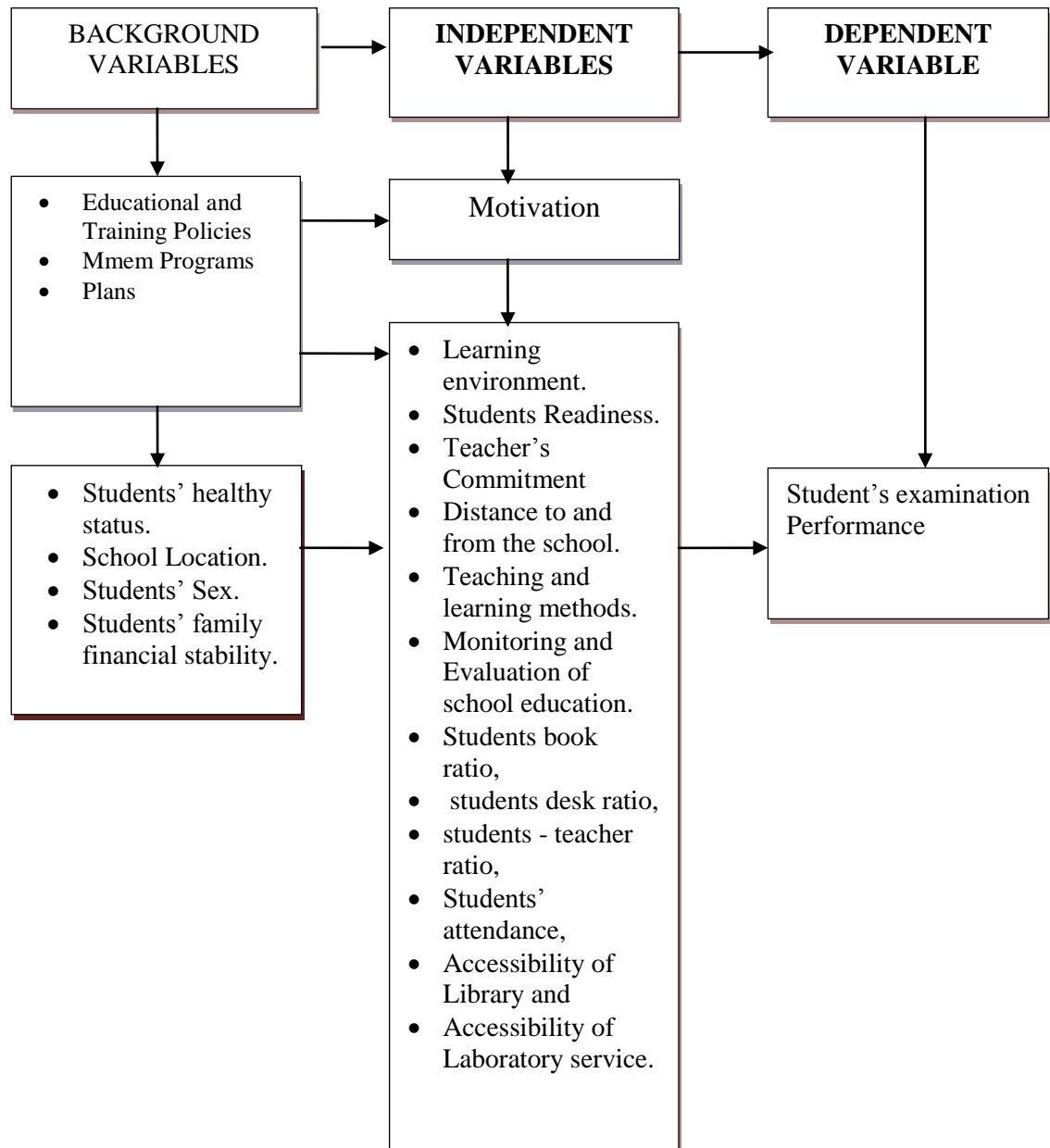


Figure 2.3: Conceptual Framework for Examination Performance among Secondary School Students in Maswa District

Source: A modified model from Campinha-Bacote's model of cultural competence (1991).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study and justifies the epistemological perceptions and methodology used to collect findings from different sources of information hence forming the basis of this study. The chapter starts with a presentation of study area, followed by an explanation and justification of the research design. Discussion for the quantitative and qualitative study approach and its rationale comes next. The types and source of data was also discussed in this chapter. Data collection methods, and tools, sampling procedures and technique were also discussed in this chapter. Other methodological aspects presented in this chapter include: Data Processing, Analysis and Presentation, as well as ethical considerations; and limitations encountered during the conduct of research.

3.1 Study Area

The study was conducted in Maswa district because, the district was mostly affected by the problem of poor form four national examination performances among the students within the district and also, with fact that there was no or little empirical research that have been done in the study area to solve the problem of poor performance among the secondary school students, thus in order to solve the problem of poor examination performance among the student within the district, the study should be conducted in Maswa district and not other places. Figure 3.1: Shows geographical distribution of schools in Maswa district.

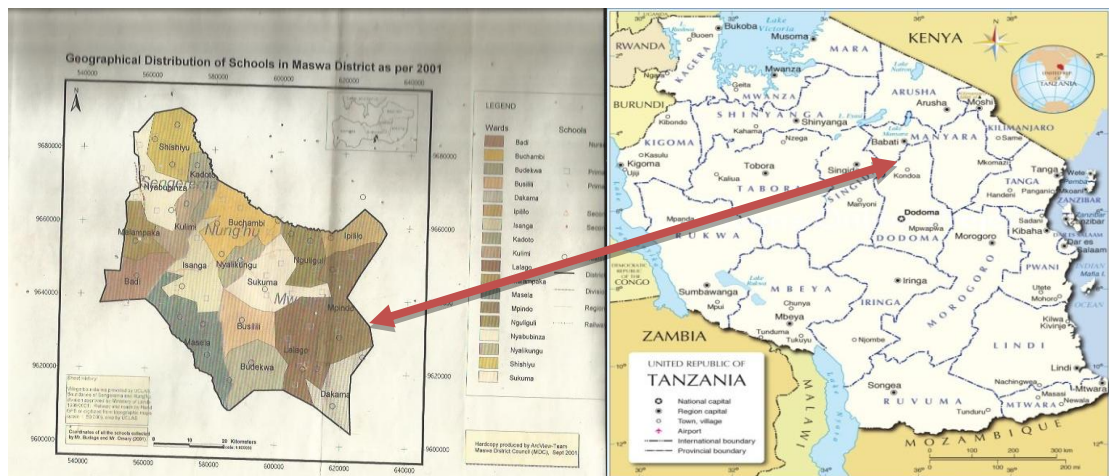


Figure 2.1: Geographical Distribution of Schools in Maswa District

3.2 Research Design

Research in which an independent variable is not manipulated is called ‘non-experimental hypothesis-testing research’. For instance, suppose a researcher wants to study whether intelligence affects reading ability for a group of students and for this purpose he randomly selects 50 students and tests their intelligence and reading ability by calculating the coefficient of correlation between the two sets of scores.

This is an example of non-experimental hypothesis-testing research because herein the independent variable, intelligence, is not manipulated (Kothari, 2004). Thus from the point of view of this study, the researcher used cross-sectional as non-experimental research design which involved collection of data from different respondents at one point at a time and compare them. Therefore, the study involved triangulation research methods in which both quantitative and qualitative research method was employed in order to check and maintain validity and reliability of the study results.

3.3 Data Types and Sources

The type of data collected was both primary and secondary data.

Primary data - collected directly from the respondents through focus group discussion and interviews.

Secondary Data - collected through reviewing different document, which includes district education performance reports, school performance evaluation reports, district educational journal and other documents from the web-sites.

3.4 Data Collection Methods and Tools

In descriptive research and surveys primary data were collected through personal interviews (Kothari, 2004). There are several methods of collecting primary data, particularly in surveys and descriptive researches. But for the purpose of this study, the researcher used the following methods to collect data; Structured Interview was applied to collect primary data from teachers, students and selected educational officers whereby questionnaire was designed and utilized as tools for data collection. The instrument piloted and also field tested before conduction of the research. Focus Group Discussion (FGD) was also conducted to obtain primary data from community respondents in which FGD guide and a Checklist was applied, whereby abstraction Method was used to review secondary data.

3.5 Sampling

3.5.1 Sampling Frame

Consisted list of 38 Secondary schools in MDC of which, 36 are public schools while 2 of them are private schools. For the purpose of this study, 4 Secondary schools was

selected purposively, out of 4 schools, 2 of them doing better while the rest 2 doing bad and because all schools were coming from the same environment thus, we expected to get the same responses. The total Students population in a district was about 8854 of which 4896 were Boys and 3958 were Girls and 550 Teachers among them 412 were males while 138 were female.

Thus, the sampling frame consisted of all teachers and students in the four selected schools. This population is appropriate for this study due to the fact that, they were the one whom they were affected by the problem.

3.5.2 Sampling Unit

In this study, the research involved individual persons such as students, teachers and key informants such as educational officers, educational auditor, ward educational officers and headmasters/mistresses.

3.5.3 Sample Size

The sample size was computed using Yamane's (1967) formula which is $n = \frac{N}{1 + N(e)^2}$ where n =sample size estimate= 127, N =sampling frame=study population. 1 = constant and e = error of the prediction=10%.

$$n = 790 / [1 + 790 (0.1)^2] = 89 \text{ Students.}$$

$$n = 43 / [1 + 43 (0.1)^2] = 30 \text{ Teachers.}$$

Eight (8) were key informants who purposively selected and employed to collect information related to educational performance in their area of which four (4) of them are Head masters/mistress, One (1) was an educational officer, two (2) of them

were the Ward Educational Coordinator and one was educational inspector.
(Rationale for the size)

3.5.4 Sampling Procedures and Techniques

The study involved the application of the probability sampling techniques that involved Simple Random Sampling (SRS). The implication of random sampling or simple random sampling was to give each element in the population an equal probability of getting into the sample and all choices are independent of one another also it gives each possible sample combination an equal probability of being chosen. Under this sampling technique, every item of the population has an equal chance of being included in the sample while at the same time bias is generally eliminated and the sampling error can be estimated, (Kothari, 2004). Lottery method and random number is part and parcel of simple random sampling.

In this study the lottery method was employed to obtain both teachers and student's information response, by tossing written pieces of papers assigned with words named (selected and not selected) and allow to drawn them at random whereby each member was given equal chance of been selected and or included in the sample. In this process Students and Teachers were organized to get sampling frame within the respective class or form in school. Then respondent were organized in groups of male and female so as to solve the problem of including greater number of respondents of the same sex within the sample, also to allow unbiased representative sample to be included. Then from the list of female and male respondent, a sample can be drawn by the use of lottery method.

The study also involved non-probability sampling techniques (purposive sampling) to select key informant. In this type of sampling, items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme. Purposive sampling is considered more appropriate when the universe happens to be small and a known characteristic of it is to be studied intensively. In other words, under non-probability sampling the organizers of the inquiry purposively choose the particular units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one will be typical or representative of the whole (Kothari, 2004). Therefore, in this study eight (8) key informants were purposively selected and employed to collect information related to student's examination performance in their study area of which four (4) of them are Head masters/mistress, Two (2) of them were the Ward Educational Officers, one of them was educational officer and educational inspector.

3.6 Data Processing, Analysis and Presentation

3.6.1 Data Processing

Collected data was processed and prepared for analysis. This process involved editing of questionnaires, coding data entry and editing/cleaning and verifying of the collected data before analysing them.

3.6.2 Data Analysis

Processed data was analysed by using Statistical package for Social Science (SPSS 20) software whereby variables were analysed by computing descriptive statistics. The study involved triangulation method of data analysis of both quantitative and

qualitative data, but the overall performance of this study was a quantitative in nature, little was done in qualitative manner, so quantitative data were analysed by running multiple response, comparing means and correlation to capture relationship of variables while on the other hand qualitative data were collected by using FGD method and analysed through content functional analysis. (Stake, 1995; Strauss & Corbin, 1998). Patton (1990) describes content data analysis as: “An analysis which the patterns, themes, and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis” (p. 306).

Using this approach, the researcher immersed himself in the data descriptions trying to elaborate and interpret data. Also, they were treated according to the research objectives and questions of this study.

3.6.3 Data Presentation

Analysed data were presented in various forms such as tables and graphs and the discussion was basically based on the presented results in the prescribed forms.

3.7 Research ethics

The research involved human participants, and therefore it was conducted in a manner that respects the dignity, safety and rights of research participants and that recognizes the responsibilities of researchers. Checklist, templates and other guiding research documents were prepared for data collection, processing and analysis and there was no misuse of any of the information discovered.

Before data collection the researcher went for field work, in the district of study area.

Below were detailed activities performed during the field:-

- Reported to the District Commissioner for permission to conduct a research in an area.
- Introduced myself on what to do in the area of study and explain the benefit of the study to the whole society in the district.
- Identify and select trainees who worked with me in the process of data collection.
- Conducted a Training session for the data collectors/enumerators.
- Actual primary and secondary data collection

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1 Introduction

This chapter provides information regarding data collected from the field. The findings were based on factors influencing form four students' examination performance in Maswa district. The validity and reliability of research instruments was established and data collected from 127 respondents selected from all purposeful selected four schools including 8 key informants, using the simple random sampling specifically lottery method was used. Variables under study were discussed. This analysis formed the basis for detailed conclusions and recommendations.

4.2 Respondents Characteristics

4.2.1 Respondent Sex

The study involved 127 respondents of which 62.2% were male while female were 37.8% of the total sample. The response of each demographic profile was expressed as a percentage (%) of the total of 127 respondents. The distribution of sex respondents were presented in Table 4.1: So the majority of the respondents were males followed by female, actually, female students slightly outnumber the male students. The highest number of male respondents would mean that there might have been some form of bias in the selection of respondents by the researcher or the boys were more cooperative.

Table 4.1: below shows that, the study could not involve the same sample within each ward. Lalago ward found to consist a large number of respondent in comparison

with other wards, where by 34 respondents were involved by which 67.6% were male while female were 32.4% followed by Dakama (32) respondents of which 59.4% were male while female were 40.6%, Nyalikungu who were (30) out of which 63.3% were male with 36.7 female and then the last ward was Sukuma who have (29) respondents, of which 55.2% were male and 44.8 female.

Table 4.1 Sex of the Respondent

		Frequency	Percent
	Male	79	62.2
	Female	48	37.8
	Total	127	100.0

Source: Field Data, (2014)

Table 4.2: Distribution of Respondents by Ward and Sex

Ward of Residence		Male		Female	Total	
	N	%	N	%	N	%
Not applicable	2	100	0	0.0%	2	100.0%
Nyalikungu	19	63.3	11	36.7%	30	100.0%
Dakama	19	59.4%	13	40.6%	32	100.0%
Lalago	23	67.6%	11	32.4%	34	100.0%
Sukuma	16	55.2%	13	44.8%	29	100.0%
Total	79	62.2%	48	37.8%	127	100.0%

Source: Field Data, (2014)

4.2.2 Respondents category

There were different respondent categories involved in the study, of which most of them were students who occupy a large sample of about 70.1% of the total sample, while teachers were about 23.6%, head Masters/academic masters occupy a total of 3.1%, ward educational officers occupy a sample for 1.6% while district educational

officer and school inspectors were about 0.8% each as shown in Table 4.3 and Figure3.1

Table 4. 3: Respondents Category

		Frequency	Percent
Valid	Students	89	70.1
	Teacher	30	23.6
	District Educational Officer	1	.8
	Ward Educational Officer	2	1.6
	Head Master/Academic master	4	3.1
	School inspectors	1	.8
	Total	127	100.0

Source: Field Data, (2014)

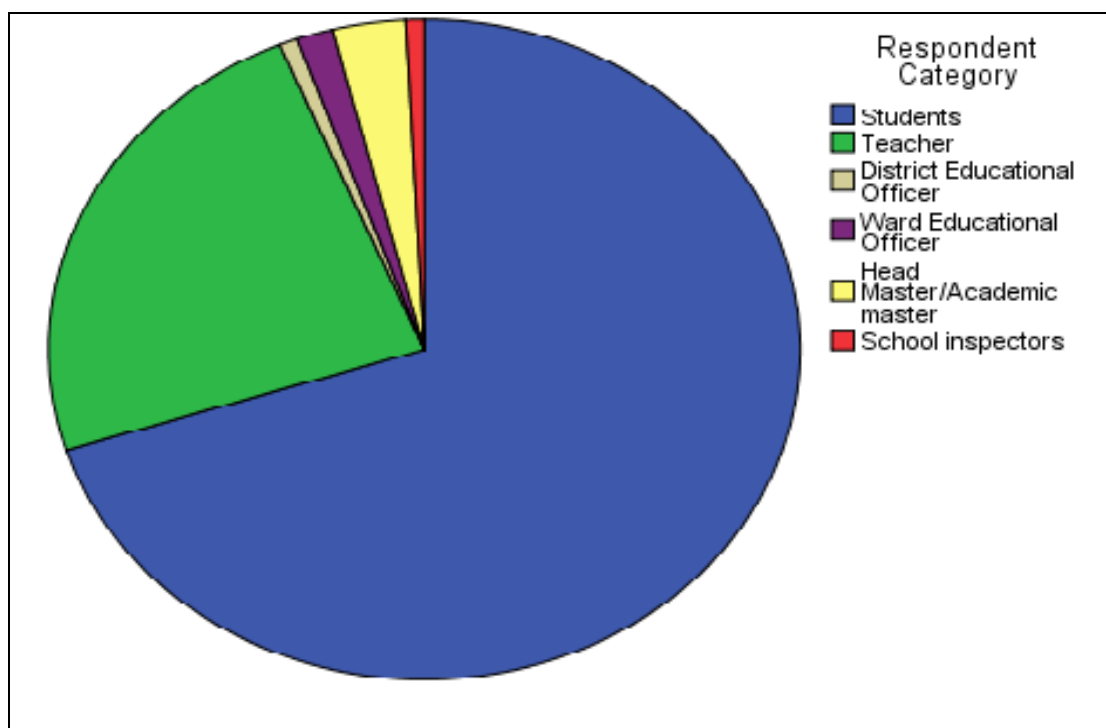


Figure 4.1: Respondent Category

Source: Field Data, (2014)

4.2.3 Respondent Education Level

Results in Figure 4.2: Show the distribution of respondents by education level. Most of the respondents involved within the study were those who attained secondary education level for 74% of the total sample which were about (94), followed by diploma level who were (17) equal to 13.4%, those who have first degree were about (13) equal to 10.2%, while grade 'A' teachers education certificate were about (2) equal to 1.6% whereby 0.8% were postgraduate degree holder. This shows that the sample is relevant because it touches most of the people whom they were greatly affected by the problem.

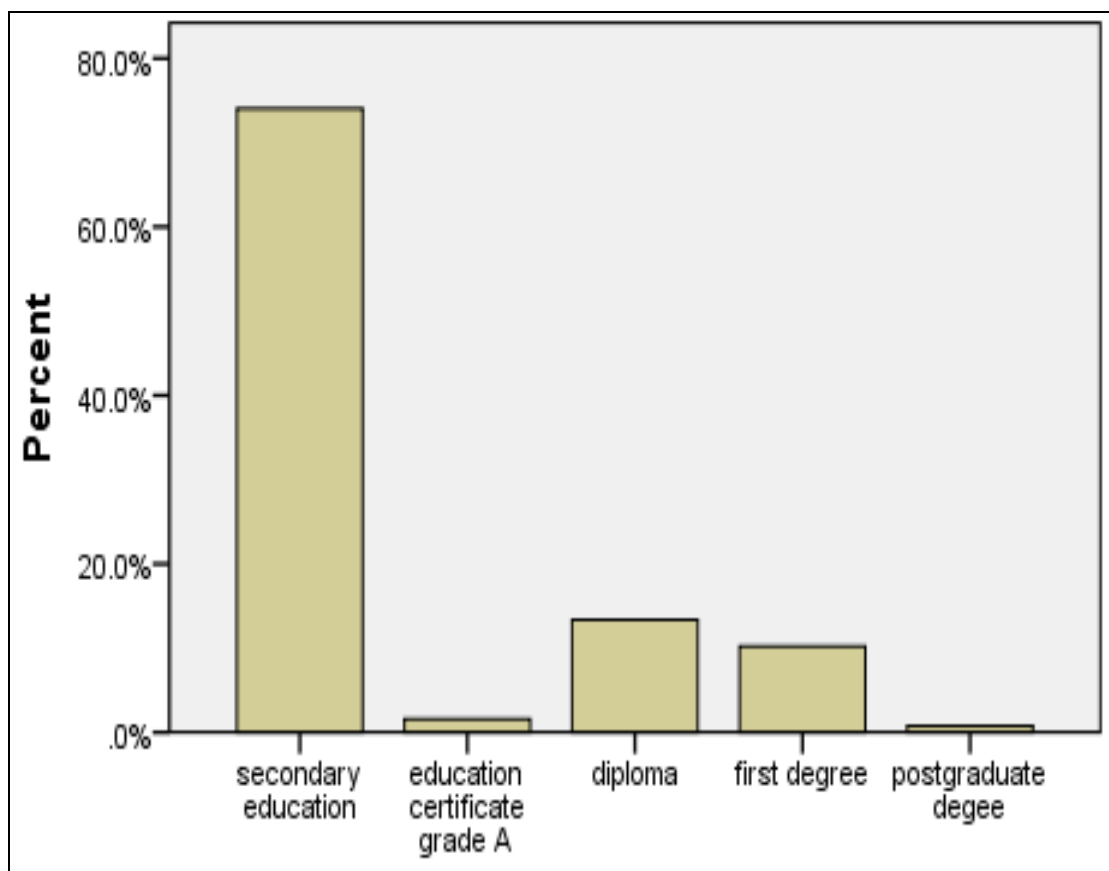


Figure 4.3: Respondent Education Level

Source: Field Data, (2014)

4.3 Examination's Performance Sstatus

4.3.1 Form Four National Examination Performance Status

Data in Table 4.4: explain the status of form four examination performances in the study area, performance of each school per year and retrospective trend for four consecutive years from 2009 to 2012 was assessed during the study. The results revealed that there is a large number of students being enrolled but the dropout seemed to be very high in schools which performed poorly compared to those performing better, with an average of 40.3% dropout rate for poorly performing school, while those who performed better the dropout were only about 12.03%. The dropout rate within the school shows the internal efficiency of the school, as the rate increases, the performance also become poor.

The average dropout range among the school differs in the four consecutive years, for instance Sukuma secondary school has an average of 24.75% dropout rate, Lalago was about 7.05% dropout rate, Sangamwalugesha has 61% dropout rate while Ng'wanza Secondary school has an average of 17% dropout rate. So due to these statistics, results shows that there was a relationship between school examination performance and dropout rate, that is to say as the dropout increases the performance rate also decreases, as can be seen the average performance in secondary schools decreases to those schools with high dropout rate (SUKUMA and SANGAMWALUGESHA) compared to those performed better (LALAGO and NG'WANZA). Take an example Lalago has an average form four examination performance of 70.5% for the four consecutive years (2009-2012), while Ng'wanza has 72%, Sukuma has 61.3% and Sangamwalugesha has only 20.7%. This implies

that the societies surrounded poorer performing schools has little knowledge on the importance of education. And these results show that private schools were doing better than public schools in the district.

Table 4.4: Form Four Examination Performance Status

Secondary School	Year	Number of Students Enrolled in Form One		Number of Students Sat for National Examination		Number of Students Passed		Number of Students Joined High School		Number of Students Failed	
		No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)
Sukuma	2009	70	100%	61	86%	40	65%	02	3.2%	21	34.4%
	2010	80	100%	57	71%	31	54.3%	06	11%	26	45.6%
	2011	44	100%	29	66%	26	90.0%	04	13.7%	03	10.3%
	2012	50	100%	39	78%	14	36%	04	10.2%	25	64%
Lalago	2009	127	84.7%	119	93.7%	65	54.6%	07	10.8%	47	39.5%
	2010	180	90%	168	93.3%	126	75%	16	12.7%	24	14.3%
	2011	160	95%	142	88.8%	110	77.5%	11	10%	28	19.7%
	2012	150	75%	144	96%	108	75%	07	6.5%	29	20.1%
Sangamwalugeshai	2009	82	98%	-	-	-	-	-	-	-	-
	2010	66	90%	54	41%	12	22%	02	03%	42	77%
	2011	45	84%	29	30%	08	27%	-	-	21	72%
	2012	59	86%	38	46%	5	13%	-	-	33	86%
Ng'wanza	2009	80	100%	80	100%	80	100%	45	56%	0	0%
	2010	47	100%	45	95%	43	91%	07	14%	02	04%
	2011	50	100%	36	72%	33	66%	11	22%	03	06%
	2012	92	100%	60	65%	29	31%	01	01%	31	33%

Source: Field Data, (2014)

4.3.2 Enrolment Status

Figure 4.3: Shows enrolment status, whereby Lalago secondary school was observed to enrol a large number of students with an average of 154 students in all four years consecutively in comparison with all other sampled schools, whereby Sukuma

secondary enrolled an average of 61 students, Sangamwalugesha (63) while Ng'wanza (67).

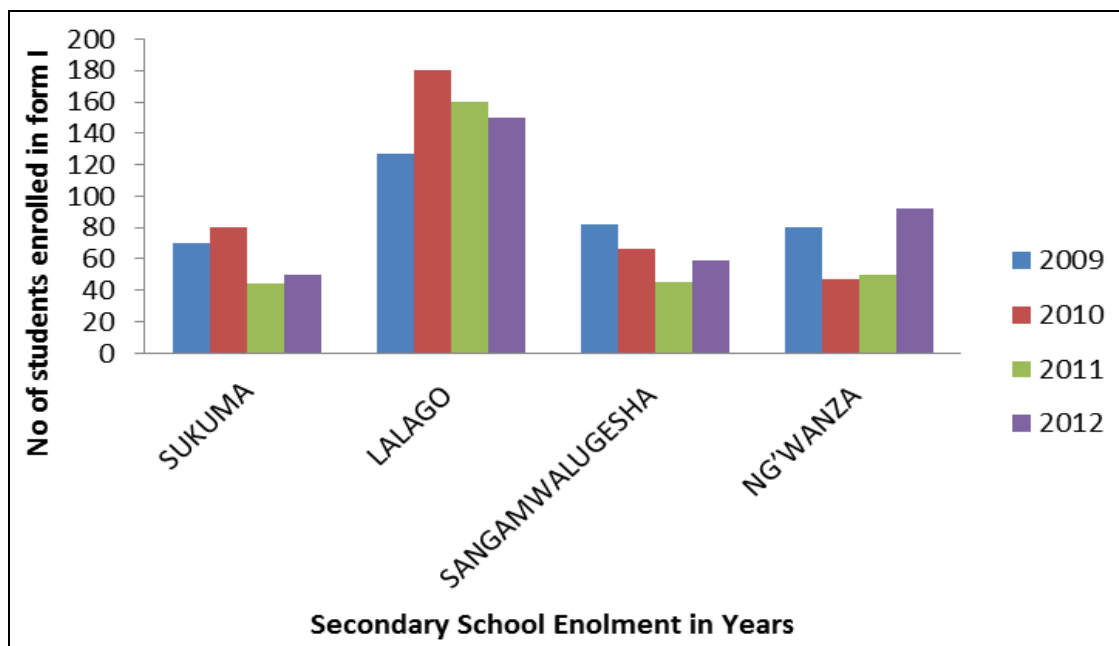


Figure 4.3: Enrolment Status

Source: Field Data, (2014)

4.3.3 National Examination Performance Status

Figure 4.4: Show how four (4) sampled schools performed in consecutive years since 2009-2012. The result shows that Lalago secondary schools performed almost with an average of 70.5% while Ng'wanza secondary performed with an average score of 72%, where the results school performance were quite low with an average score of 61.3% for Sukuma secondary school and 20.7% for Sangamwalugesha secondary school. So the performance range was so high among the poor performing schools and the better performing schools. This indicates that there were some schools which perform poorly in the district while others were performed well.

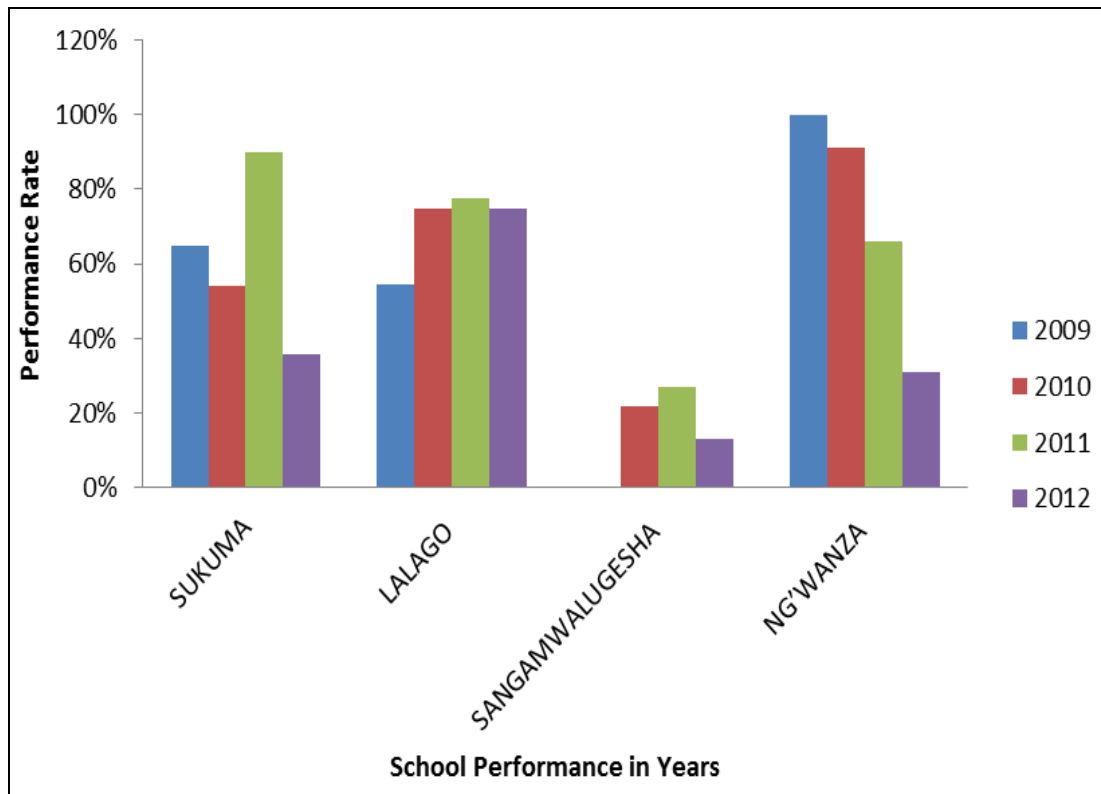


Figure 4.4: Examination Performance

Source: Field Data, (2014)

Statistics shown in the Figure 4.5: expresses how performance trend goes on in years by each school. Even the examination performance trend among the sampled schools differs while others maintained status quo. Lalago secondary schools for instance performed with a constant good performance at an average rate of 70.5% while Ng'wanza secondary has high average performance rate but its performance dropped from 100% in 2009 to 31% in 2012, while other schools lag behind whereby Sangamwalugesha performed poorly with an average performance of 20.7% while Sukuma with average score of 61.3% where performance dropped from 90% in 2011 to 36% in 2012. Figure 4.5: expressed examination performance trend of sampled secondary school in four consecutive years.

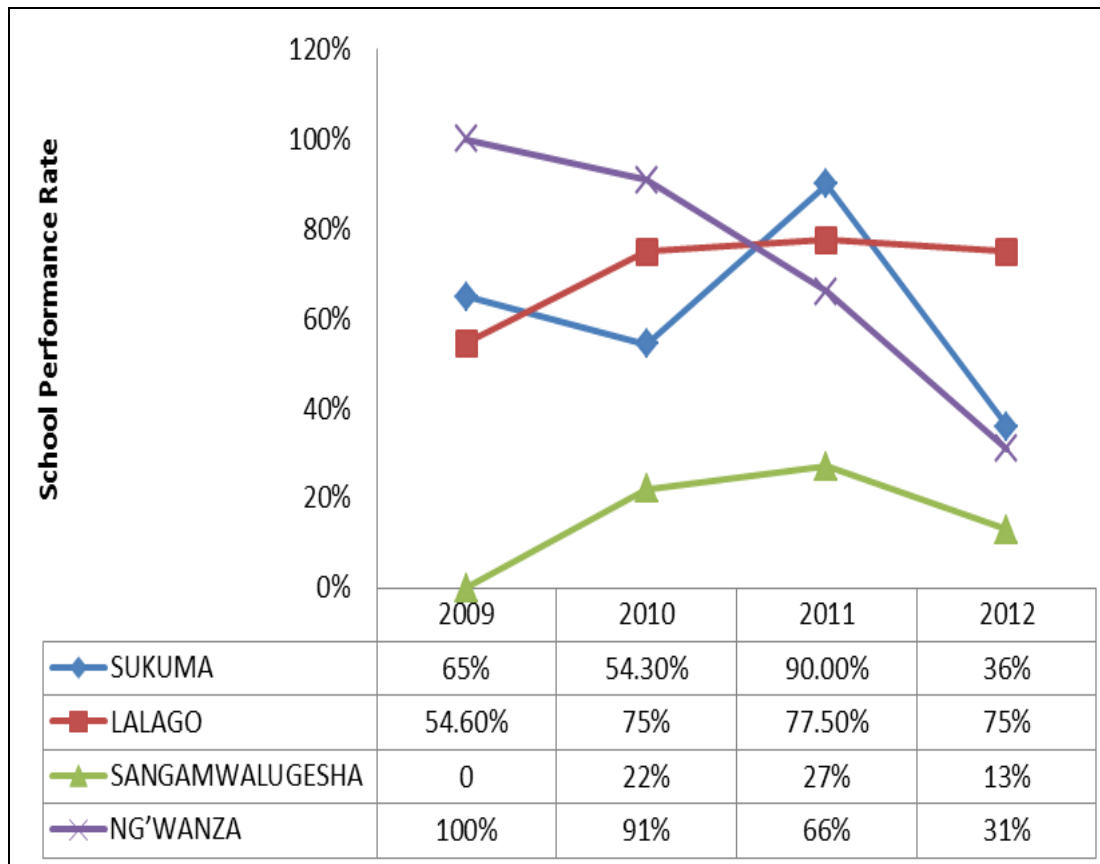


Figure 4.5: Trends of Examination Performance

Source: Field Data, (2014)

4.3.3 Terminal and Annual Examination Performance Status

4.3.3.1 Comparison Between Terminal And Annual Examination Performance

In order to study the relationship between annual and terminal examination performance, we have to compare means between the two variables by the use of paired samples t-test, with the null hypothesis that average annual examination performance was the same as that of terminal examination performance (in %) respectively against alternative hypothesis that they were different as indicated in Table 4.5. The study involves a sample of 89 Students from four different schools of Maswa district.

Table 4.5 Comparison between Terminal and Annual Examination Performance

Period	n	Mean	STD
Terminal Exam	89	46.0	13.9
Annual Exam	89	44.5	13.3

T-value = 1.254, Not significant as at 0.213 (or $P > 0.5$).

Source: Field Data, (2014)

From Table 4.5 it can be concluded that average annual examination performance was not significantly different from that of terminal examination performance as at ($P > 0.5$) that means, there was no difference between terminal and annual examination performance.

4.4 Compare Students' Examination Performance by School Type and Ownership

4.4.1 Compare Between Both Terminal and Annual Examination Performance by School Ownership

As analysed in Table 4.6: to study the relationship between annual/terminal examination performance and the school ownership, (Public school or Private school). We have to use Analysis of Variance (ANOVA) to compare means of the variables under study with the use of One Way (ANOVA) Classification as it assumed variables to be influenced by one factor which was school ownership in this case. With the null hypothesis that Average annual and terminal examination performance (in %) were the same in both school ownership, against alternative hypothesis that there were differences (at least one mean differ from the rest). The study involves a sample of 43 public school students and 46 private school students from four different schools of Maswa district.

Table 4.6: Compared Means between Annual and Terminal Examination**Performance against School Ownership**

		n	Mean	Std. Deviation
Average Score of Terminal Examination in (%)	Public School	43	45.1	17.2
	Private School	46	46.9	10.2
	Total	89	46.0	13.9
Average Score of Annual Examination in (%)	Public School	43	41.7	14.0
	Private School	46	47.1	12.2
	Total	89	44.5	13.3

Source: Field Data, (2014)

Means in terminal examination performance among the school ownership were not significant different as at level 0.533 or ($P>0.05$) while in annual examination there was no significant different among the school ownership as at ($P>0.05$). Therefore, from Table 4.6 can be concluded that there was no significant difference between the school ownership on average terminal examination performance as at ($P>0.05$) while in annual examination there was also no significant different among the two school ownership as at ($P>0.05$). Therefore, this means that between the two school ownership categories, those were Public School and Private School, performance does not differ significantly between the school categories whereby in terminal examination performance seemed to relate with mean score of 45.1 for public school and 46.9 for private schools, while in annual examination, performance was also not significant as at ($P>0.05$) where students performed with a mean score of 41.7 for public school and 47.1 for private schools.

4.3.2 Compare Between Average Score Of Annual and Terminal Examination Performance In (%) By Respondent School Type

To study the relationship between annual/terminal examination performance and students school type, we have to use again Analysis of Variance (ANOVA) to compare means of the variables under study with the use of One Way (ANOVA) Classification as also, it assumed variables to be influenced by one factor which was respondent school type as shown in Table 4.7: With the null hypothesis that Average annual and terminal examination performance (in %) were the same in both school type, that means Day school and Day and boarding school against alternative hypothesis that there were differences (at least one mean differ from the rest). The study involves a sample of 43 day school students and 46 day and boarding school students from four different schools of Maswa district.

Table 4.7: Comparison between Average Scores in Terminal and Annual Examination Performance against Student's School Type

		n	Mean	Std. Deviation
Average Score of Terminal Examination in (%)	Day School	43	45.1	17.2
	Day and boarding School	46	46.9	10.2
	Total	89	46.0	13.9
Average Score of Annual Examination in (%)	Day School	43	41.7	14.0
	Day and boarding School	46	47.1	12.2
	Total	89	44.5	13.3

Source: Field Data, (2014)

Means in terminal examination performance among the student's School Type were not significant different as at level 0.533 or ($P > 0.05$) while in annual examination

there was no significant different among the student's School Type as at ($P>0.05$).

From Table 4.7: can be concluded that there was no significant difference between the school type on average terminal and annual examination performance as at ($P>0.05$)

4.4.3 Correlation between Annual/Terminal Examination Performance and Students Distance To/From the School

To study the relationship between annual/terminal examination performance and students distance to/from the school, students were asked to estimate their distance to/from the school (in kilometre) and the responses were correlated with examination performance.

The Pearson correlation coefficient was used to determine the relationship existing between student's examination performance and the distance to/from the school.

The SPSS output in Table 4.8 shows computed Pearson correlation coefficient

Table 4.8: Correlation between Average Score in Terminal and Annual Examination Performance with Distance To/From School

		Average Score of Terminal Examination in (%)	Average Score of Annual Examination in (%)
Distance to and from school (km)	Pearson Correlation	-.065	-.122
	Sig. (2-tailed)	.548	.256
	n	89	89

The result was not significant as at $P>0.05$

Source: Field Data, (2014)

Therefore, according to Cohen and Holliday (1982) the Pearson correlation coefficient (r) for variables under study measure linear relationship, so in this case there was negative relationship between both annual examination (-.122) and terminal examination (-.065) performance and the distance to/from the school but their negative association was not significant as at ($P>0.05$).

Thus, from the Table 4.8 can be concluded that the current examination performance in Maswa district had been negatively influenced by the distance to/from the school, so since findings revealed that the more the distance to/from the school the poorer in the examination performance become due to the sense that variables under study correlate negatively.

4.5 Factors Influencing Examination Performance

4.5.1 Factors Influencing Form Four Student's Examination Performance

Several factors were presupposed to influence examination performance both positively and negatively in Maswa district, these including, learning environment, students readiness, distance to and from the school, teachers motivation, teaching and learning methods, teacher's Commitment Monitoring and evaluation, Students book ratio, students desk ratio, students - teacher ratio, students - Pit latrine ratio, student – classroom ratio, students attendance, teacher's use of allocated time for teaching accessibility of Library and Laboratory service.

A number of factors have been identified, but to what extent each factor accounts on student's performance depended on responses. The analysis of these factors was

done using correlation to test hypothesis about correlation coefficients among the study variables (bivariate relationship). The empirical results of the analysis were shown in Tables 4.9: The extent to which these factors influence student's examination performance was captured when respondents were asked to provide their views on variables identified to influence performance, from the list of factors that were established, respondents were asked to respond to each possibility, the responses were correlated with annual and terminal examination performance to see whether there was a relationship between the variables.

The Pearson correlation coefficient (r) was used to determine the relationship existing between student's examination performance and the variables under study.

The survey data in Tables 4.9 shows some factors tends to influence student's annual and terminal examination performance respectively in both rural schools and urban schools areas of Maswa district.

According to Cohen and Holliday (1982), identified the level of relationship among variables under continuous – continuous variables (Pearson correlation coefficient (r)): When $r \leq 0.19$ =very low correlation, $0.20 - 0.39$ =low correlation, $0.40 - 0.69$ =modest correlation, $0.70 - 0.89$ =high correlation and $0.90 - 1.0$ =very high correlation.

After being running analysis, below was the computer output from SPSS Program for some variables related to students, with the Null hypothesis that there was no correlation between the two variables under study that was Terminal or Annual

Examination performance and each variables under study mentioned above and the alternative hypothesis that they had correlation. The extent to which these factors influence examination performance was captured when respondents were asked to provide their views on these factors that limit their examination performance. So after the analysis, statistics shows that almost all factors had no statistical significance.

The study observed negative and positive relationship between annual/terminal examination performance and the variables under study by correlation of continuous data through the use of the Pearson correlation coefficient to determine the relationship existing between pupils' examination performance and the variables under study. Students were asked to estimate their distance to/from the school (in kilometre) and the time they use to reach to/from the school (in minutes), also they had been asked to provide views on the real learning environment whether there was a supply of learning facilities (learning aids) within the school environment which stimulate and promote students awareness to study things which results into higher performance, while other information were collected from the school administration which includes student's book ratio, student's teacher ratio, teacher's commitment, student's desk ratio, student's pit latrine ratio and student's classrooms ratio.

So all the responses collected were correlated with examination performance to see whether they have any influence to student's examination performance.

Results in Table 4.9 show computed Pearson Correlation coefficients for variables under study in terminal and annual examinations.

Table 4.9: Factors Influencing Student's Terminal and Annual Examination Performance

		Average Score in Terminal Examination (sig)	Average Score in Annual Examination (sig)
Accessible material (Index)	Pearson Correlation	-.088	-.019
	Sig. (2-tailed)	.412	.860
	n	89	89
Student readiness to study (Index)	Pearson Correlation	.094	.023
	Sig. (2-tailed)	.383	.831
	n	89	89
Teacher's commitment (Index)	Pearson Correlation	.052	.094
	Sig. (2-tailed)	.630	.383
	n	89	89
Teaching and Learning methods (Index)	Pearson Correlation	.086	-.123
	Sig. (2-tailed)	.422	.252
	n	89	89
Student's book ratio (ratio)	Pearson Correlation	.046	-.115
	Sig. (2-tailed)	.670	.284
	n	89	89
Student's teacher ratio (ratio)	Pearson Correlation	-.032	-.137
	Sig. (2-tailed)	.763	.200
	n	89	89
Student's toilet ratio (ratio)	Pearson Correlation	-.028	-.028
	Sig. (2-tailed)	.798	.792
	n	89	89
Student's classroom ratio (ratio)	Pearson Correlation	-.107	-.104
	Sig. (2-tailed)	.316	.333
	n	89	89
Distance to and from school (km)	Pearson Correlation	-.065	-.122
	Sig. (2-tailed)	.548	.256
	n	89	89
do monitoring & evaluation of school education a factor for poor performance at your school	Pearson Correlation	.029	-.127
	Sig. (2-tailed)	.784	.234
	n	89	89
do poor time use for teaching a factor for poor performance at your school	Pearson Correlation	.113	.002
	Sig. (2-tailed)	.292	.987
	n	89	89
Do library use a factor for poor performance at your school	Pearson Correlation	.005	.085
	Sig. (2-tailed)	.965	.426
	n	89	89
Do Laboratory use a factor for poor performance at your school	Pearson Correlation	.101	.094
	Sig. (2-tailed)	.347	.379
	n	98	89

****correlation is significant at the 0.01 level (2-tailed)**

***correlation is significant at the 0.05 level (2-tailed)**

Source: Field Data, (2014)

From the output in Table 4.9 analysis shows that all variables were observed to be not significant in both terminal and annual examination performance as at ($P>0.05$) level respectively, this means that there was no relationship between variables identified with student's examination performance, although on the other hand, the general Correlation was seen significant as at ($P<0.01$) and ($P<0.05$) level (2-tailed) respectively. With the use of Pearson correlation coefficient (r), findings in Table 9 had reveals that, there were very low correlation between variable under study and student's terminal and annual examination performance (magnitude), whereby most of the variable has value less than $r \leq 0.19$ which means very low correlation, although the study also shows the negative and positive direction of some variable relationship with examination performance. So, this implied that although the variable study has no statistical significant but they contribute or influence positively and negatively the current student's examination performance status.

Some factors were observed to have negative and positive relationship with terminal and annual examination performance. On negative correlation means that as performance increases with decreases of variable/factors and vice versa, while on the other hand positive correlation shows relationship that when anyone increases variable, it tends to increase also the examination performance of an individual students and vice versa. Although the result was not significant but they have influence on performance by showing its magnitude and direction of influence as shown in Table 4.9 So variables like distance to and from school, shows its influence on examination performance of students as the increase of walking distance to school, have caused them tired even to study, hence this contribute directly to

student's poor examination performance. On the other hand, other factors observed to have positive correlation/relationship with examination performance, which means that, as variables/factor increased, the examination performance also increased and the vice versa is true. Factors which have positive correlation with annual examination performance were Student readiness to study, teacher's commitment, time use for teaching, little Library usage and less provision of Laboratory service has contributed greatly to poor student's examination performance in the district.

4.5.2 Challenges Facing Teaching And Learning Process for Better Performance

The performances among the schools in Maswa district were observed to be influenced by various challenges as identified by respondents as expressed in the Table 4.10 and Table 4.11: By the use of multiple response analysis in SPSS, as it is easy to see a trend of responses (clarity), while based on responses from questions asked to mention the challenges facing teachers and students in teaching and learning process. The output in Table 4.10 and Table 4.11 were based on 15 coded responses respectively, with a maximum number of three (3) responses for each respondent and hence having three columns in a data file for each output. So from Table 10, Results shows that most of the students face the problem of Scarcity of learning materials for 17.6%, Shortage of teachers (13.8%) and Lack of reference and textbooks (12.4%). This result indicates that, the outlined variables with high percentage rate as mentioned above were among the greatest problems facing schools in the district hence influence form four examination performance among the student in the district.

Table 4.10: Group Student's Challenge in Learning Process

Category label	Code	Count (n)	Response (%)	Cases (%)
Not understand		1 19	9.0%	21.3%
Sickness		2 1	0.5%	1.1%
Stroking		3 15	7.1%	16.9%
Limited number of study time and less teacher's commitment		4 21	10.0%	23.6%
Scarcity of learning materials		5 37	17.6%	41.6%
Shortage of teachers		6 29	13.8%	32.6%
Over working load		7 8	3.8%	9.0%
Family financial crisis		8 9	4.3%	10.1%
Long walking distance		9 9	4.3%	10.1%
Noise & less co-operation among the students in the class		10 8	3.8%	9.0%
Lack of reference and textbooks		11 26	12.4%	29.2%
Lack of desks, tables and chairs		12 10	4.8%	11.2%
Absence of laboratory and library service		13 13	6.2%	14.6%
Language problem among the students		14 3	1.4%	3.4%
Less parent's commitments		15 2	1.0%	2.2%
Total responses		210	100%	236.0%

38 missing cases; 89 valid cases

Source: Field Data, (2014)

On the other hand, Table 4.11 shows the challenges faced by teachers in the teaching process whereby various problems were identified by teachers to influence teaching process which include Lack of teaching aids for about (21.4%), Students absentees (19.0%), Lack of student's commitments (10.7%) and Lack of references and text books (10.7%). Therefore from these responses, we have found that, some challenges were identified by all groups of respondents, these includes Lack of teaching and learning materials and Lack of references and text books. So these challenges identified tend to directly influence form four students national examination performance within the district.

Table 4.11: Group Teacher's Challenge in Teaching Process Frequencies

Category label		Responses		Percent of Cases
		n	Percent	
Teacher's challenge in teaching process	Lack of teaching aids	18	21.4%	47.4%
	Greater teaching load	8	9.5%	21.1%
	Lack of desks, tables and chairs	1	1.2%	2.6%
	Students absentees	16	19.0%	42.1%
	Lack of student's commitments	9	10.7%	23.7%
	Language problem among students	1	1.2%	2.6%
	Long walking distance	6	7.1%	15.8%
	Poor school administration and individuals/society	5	6.0%	13.2%
	Lack of references and text books	9	10.7%	23.7%
	Lower and rate salary provision	6	7.1%	15.8%
	Poor teacher's problems resolution in time	1	1.2%	2.6%
	Lower motivation	2	2.4%	5.3%
	Absence of laboratory and library service	2	2.4%	5.3%
Total		84	100%	221.1%
Responses				

89 missing cases; 38 valid cases

Source: Field Data, (2014)

The findings above supported Lamb *et al* (2004) whose observation on the school performance identified a number of factors which affects examination performance. On their study 5 factors which affect school performance was identified which includes:- Previous student attainment, Socio Economic Status of the student intake, School size, based on number of students, Rural/Urban location and School sector - Public, Private or Catholic. The research report compared between secondary schools performances, using the data sets available from the school-level. They identified five factors, as 'control variables' for performance. Therefore, from this study results

supported Lamb *et al* (2004) with his friends, because even in this study, some factors like absence of teaching and learning aids/materials and Students absentees has great influence on student's examination performance. So these factors have close relationship with Lamb *et al* (2004). Therefore, if these problems could be solved, it could motivate the students to learn in a safe and attractive environment for better performance. But, on the other hand, this study goes beyond the scope, as discovered by Lamb *et al* (2004), other factors were identified which could not be seen, like Lack of student's commitments, Lack of references and text books, Shortage of teachers especially science teachers, poor use and absence of Library and Laboratory service. So investigation before these factors has greatly influence to student examination performance, therefore, one may be able to get a better idea of how and what factors influence performance of individual students as well as the school in general. So there is an urgent need for the government to work upon shortage of school teacher by employing enough instructional teachers as well as making follow up to teachers to work hard in order to sensitize them to work properly their duties.

There should be also an urgent need for parents to be more supportive towards their children in academic related matters. This implies that the parents have to give adequate time, to make follow up on their children especially for individual discipline so that they can be able to commit student on studying. Parents should also provide school materials like school uniforms and other learning materials for better performance. Parents also, through their Parents Association/meetings should ensure that schools have the necessary facilities and equipment needed for effective teaching

and learning in their local areas like presence of library service for references and text books and provision of school Laboratories service, and since there was cost sharing program in the provision of secondary education, the government and parents should continue to provide adequate teaching and learning materials to the school's students (Considine and Zappala, 2002).

Table 4.12: School Statistics

S/N	Secondary School	Students Book Ratio	Students Teachers Ratio	Students Toilet Ratio	Students Desk Ratio	Students Classrooms Ratio
1	Sukuma	1:2	1:20	1:58	1:1	1:40
2	Lalago	1:80	1:80	1:37	1:1	1:37
3	Sangamwalugesha	1:4	1:12	1:15	1:1	1:30
4	Ng'wanza	1:2	1:30	1:16	1:1	1:45

Source: Field Data, (2014)

The analysis above was based on provided school statistics in Table 4.12 above. Statistics shows that most of the schools have been supplied with adequate and enough number of books, teachers and enough classrooms according to national educational policy as it was recommended by the educational policy (1995) that pupils' book ratio should not exceed 1:1 means, one book per student. Pupils' teacher ratio should not exceed 1:45 means a teacher with his/her 45 pupils. In the case of toilet, it varies between boys and girls whereby the ratio for boys was 1:25 means that one pit for 25 students' boys while girls should be 1:20. It was also expected that pupil's desk ratio should be 1:1 one desk per pupil and the class should not exceed 45 pupils. But as we can see the statistics above one may find that the situation was somehow encouraging, although the school environment had not yet be nourished for teaching and learning process.

Therefore, from the findings in Table 4.9, 4.10, 4.11 and 4.12 above, it implies that, the present poor students performance today in Maswa district was a function of a series of interrelated factors as it was supported by Nzabihimana (2010) argument that, education is a very costly project for nations and individual families; therefore, it is very crucial to understand the factors affecting its provisions and the performance of learners. He said, the majority of studies on student performance have related student performance to various aspects of education, such as school quality, teaching quality, teacher remuneration, class size, and Learners' characteristics. Furthermore, Darling-Hammond (2000) concludes that measures of teacher preparation and certification were by far the strongest correlates of student's achievement in reading and mathematics.

Coombs (1970), listed four important factors including the acute scarcity of instructional resources which he said constrained educational systems from responding more fully to new demands'. He claimed that, in order to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipment and more learning materials.

Momoh (1980) carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources

employed in teaching in five schools. The achievements of students in WASC examinations for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students' achievement in each of the subjects. For the case of primary schools of Rwanda in general, it is very clear that public primary schools do not have enough means in terms of money to buy the required instructional materials as they have almost only one funding source which is the government and for private subsidized primary schools they can get another additional funding source, as the results, the public school performed poorly in comparison to private schools.

The overall framework of schooling and schooling outcomes can be posited as having supporting inputs which flow into schools where schooling conditions were set to produce what we want to recognize as school outcomes. Contextual factors in generating school outcomes were the political will to embark on and support a schooling system, the economic muscle to support and sustain the system, the cultural environment and how the school system aligns itself to the global trends in education. All these help to shape the kind of outcomes we expect to see in children who pass through the system. Directly linked to schooling itself were moral, material and human resources made available to the school where a conducive climate with the right mix of conditions like time management should be manipulated in a classroom to produce desirable outcomes. So it is true that if organization, institutions, parents and even government in general create conducive environment to the learners and teachers by creating conducive environment in terms of social and material motive, it can bring successful results to pupils' performance. Teacher

should also be committed to perform their daily teaching activities to help pupils perform better. So, these results from the analysis above have been supported with the results from the discussions conducted among the groups of respondents selected for discussion, although the discussion goes beyond the factors identified before but it has relationship.

The discussion through FGD was conducted to discuss factors that really influence the student's examination performance within the study area; the study was conducted through different groups, and each group combine eight (8) members. The discussion was based on the objectives of the study. More than eight (8) groups were established to discuss the matters. The study revealed that, there are strengths and weaknesses that hindered student's examination performances in their terminal and annual examinations at large; to some extent the study has revealed some strength that favour the performance of the students. Below is the discussion about these strengths and weaknesses and how they influence performance.

4.6.1 Strengths

Some strength that favours good student's examination performances in schools were outlined as follows:-

- a) Some of the schools do have enough teaching and learning aids which stimulate learning process.
- b) Some schools had better teaching and learning environment whereby enough classrooms and teachers' houses and other learning infrastructure were available.

- c) Presence of competent teachers.
- d) Teachers' commitment.
- e) A commitment of the office of DEO to coordinate schools.
- f) Some of the schools have managed to control teachers' and students' absenteeism.
- g) Provision of enough teaching and learning exercise, remedial teaching, weekly tests for every Friday as well as
- h) The cooperation between the learning institutions, wards, private sector as well as district education office on behalf of DEDs' office to implement 'BIG RESULTS NOW PROGRAM' has a great influence on examination performance of the students.

4.6.2 Weaknesses

4.6.2.1 Shortage of Teaching and Learning Materials

On the other hand it has been realised that most of the school in the district face a financial crisis which results into shortage of teaching and learning aids including textbooks, reference books, stationeries and laboratory materials. The problem contributed and hindered performance among the students and even teachers face some difficulties in practising their duties properly due to lack of teaching aids as the results, it directly influence the students' performance. Statistics from school data as shown in the Table 4.13 showed that in some schools the ratio of books per students was seen to be a problem. Educational Training Policy (1995) states that the ratio should be one book per a student (1:1). In this case one may identified that most of the school in the district have little books supply. So the government needed to solve

the problem in order to stimulate examination performance. The distribution of student's book ratio status among the sampled schools expressed in Table 4.13

Table 4.13: Student Book Ratio

S/N	SCHOOL	STUDENTS BOOK RATIO								
		Maths	Physics	Biology	Kiswahili	Geography	History	Chemistry	English Language	Civics
1	Sukuma	1:1	1:1	1:1	1:2	1:2	1:2	1:1	1:2	1:2
2	Lalago	1:80	1:80	1:80	1:80	1:80	1:80	1:80	1:80	1:80
3	Sangamwalugesha	1:2	1:3	1:1	1:8	1:17	1:15	1:3	1:2	1:12
4	Ng'wanza	1:1	1:2	1:1	1:10	1:2	1:2	1:2	1:2	1:2

Source: Field Data, (2014)

4.6.2.2 Poor Relationship among the School Community

The study also observed that, in most cases there was poor relationship between teachers and the surrounding school community (parents/guardians) the situations which results into poor communication between teachers and the community, as a result the situation affect direct students study performance including examination performance at large. This happens when there was a conflict of land monopoly, at the time of school construction some areas were taken by the government to construct school without payment to the owner, things which cause this conflict. They though that raising conflict may one day the government decide to return their areas, thing which is not possible. Thus, this conflict results into poor relationship with parents hence poor students' performance.

4.6.2.3 Student's attendances

It has been observed also that some students did not attend school due to several factors including parent's failure to pay school fees, gender related activities and even student's behavioural change toward studies. When others were taught while others not, it become a problem hence affect performance.

4.6.2.4 Teachers' Low Morale to Teach Due To Lack of Motivation

It has been discussed as the most challenge influencing student's examination performance among most of the schools in the district. This happens when the government pays low wages and salaries, allowance for hard working environment, the removal of teaching allowance, absence of transport allowance, lack of seminars and workshops, lack of teacher's houses and absence of social services like water and electricity and other services specifically in rural areas. These factors frustrate teachers and hence slow down the morale to teach, things which results into poor performance among the schools.

4.6.2.5 Absence or Lack of Internal and External School Inspection

Due to lack of funds to the inspectorate department was also a factor identified within the field for poor performance among the school, in some schools especially the peripheral one and private schools, they said to have been poorly visited by the external school inspectors, the frequencies for inspection was very low in comparison with other schools, this means that, they received less or no inspection for the long time. Thus, the situation results into student's poor examination performance.

4.6.2.6 School Organization

Another challenge discussed by FGD was poor school organization in terms of governance, transparency and accountability in most schools administration levels. It seemed that there is poor governance, less freedom of expression to teachers and students, no feedback to teachers and students as well as transparency among the heads of schools. Take for instance, most of the school have the culture of not even announcing on the acquisition of financial resources, they make it secretly, even more teacher in some school has no power to say anything or advice on different educational matter, and therefore they become anxieties and nervous while living in frustrated environment. So, this results into poor examination performance of the individual students in particular and school at large.

4.6.2.7 Shortage or Absence of School Teacher's Houses

Most of the school has no or shortage of school teacher's house, this has direct influence on pupils academic performance, in the sense that wherever the school experience shortage or absence of school teacher's houses, most teachers suffer from distance to/from the school. This has negative effect on teaching and learning process whereby teachers walk long distance which causes irritation among teachers, things which results into laziness because of tiresome, loose of teaching periods in time, poor teaching preparation hence poor student and teacher performance.

Schools in the district have great shortage of science teachers, they said that this was also one of the problem discussed deeply by the respondents, this was seen to cause long walking distance to school among teachers. The situation which results into

tiredness of teachers at work, the situation which results into poor student's examination performance.

4.6.2.8 A complex Lesson Plan

Another area which most of the teachers complained was the preparation of lesson plan which they thought that there was no necessity of having this complex one, or otherwise it should be revised to make it simple in order to save time. They said that if you find a teacher perfectly prepares all lesson plans of each subject period, he/she is not perfect on the teaching practice and even not following that plan. Thus, by considering the importance of lesson plan, this study advice other researchers to research on this matter and come with another type of plan so as to help resolve this problem.

Shortage of teachers and even teaching and learning materials was seen also to be one of the factors which greatly influence student's examination performance. It had been investigated that in most of the problem has a long time without been solved, while other schools have part time teachers others have no science teachers since establishment. Not only shortage of teachers but also lack of teaching and learning materials. Therefore as a result, these problems influenced student's examination performance.

4.6.2.9 English Language as the Media of Instruction

In secondary schools was seen also to be a great problem among the teachers and students; the FGD participants discussed the matter in depth, also researcher

anticipated the language to intervene the communication between participating teachers and students who were involved in the study. This was because English, as the second official language in Tanzania, is neither spoken by teachers, key informants nor students. Teachers mostly use a mixture of Swahili and English during classroom instruction. However, in order to ensure effective communication between the researcher and the participants, the researcher used Swahili as the national language and is spoken by the majority of Tanzanians including teachers and students. “As stated herein, information sheets and consent forms were written in Swahili to facilitate both teachers’ and students’ understanding of what the research was about” (Mtitu, 2014). During FGD sessions, the researcher and participants used also Swahili languages in order to enhance participants’ involvement and understanding of what to discuss regarding their perceptions and experiences in the said problem. Thus, through discussion, participants observed that this weakness affect direct the instruction and learning process of subjects content, hence poor student’s examination performance.

4.6.2.10 Syllabus Quality

The English subject syllabus was the only syllabus which was blamed by teachers. Based on subject content, the FGD’s participants said that, “the syllabus is closed in a sense that it does not provide the room for teachers to use other English books sources beside book 1, 2, 3 and 4 by Dr. Kadege only”. Therefore the current syllabus is not well understood by teachers especially who teach English language, as the result they were forced to use Kadege’s books of which they are lacking something to complement the understanding of the English language to students.

Take for instance the parts of speech topic, the observation shows that, the whole topic is not well presented or it is presented in a shallow way, whereby noun, adjective, verbs, adverbs, conjunction, preposition, and interjection were presented in a separate way that cannot give student opportunity to relate so as to make sense. In comparison with other subject syllabus, the English syllabus guides teachers to use only Kadege's books as textbook and no other ways, so why this? Therefore this situation may result into poor students' examination performance if not well checked.

4.6.2.11 Maswa people's Culture

It was also observed and discussed to influence students' academic performance in large perspective including socio - gender settings.

The FGD participants discussed the following:-

4.6.2.12 Statutory and Customary Laws

Some state laws which clearly neglect the right of girls and therefore discriminate them, look at the marriage act 1971 and the resident act of 1995. These statutory laws violating the rights of girls while at the same time favor boys in different ways. For example, the marriage act (1971) which allows girls to marry at the early of fifteen with the concert of the parents or court of law but the same law allows boys to marry at 18 ages. Also, they are conflicting to Child act of 2009 which states that a child is any human being who has less than eighteen years old; therefore allowing marriage at this age is the conflicting laws. Therefore these laws have influence on girl's education as well as student's examination performance.

4.6.2.13 Family routine

The FGD participants discussed that most of the families' activities were observed to be performed by girls than boys, activities like cooking, fetching water, taking care of babies, firewood, and the like. In this therefore girls seemed to spend most of their time engaging in domestic responsibility than boys which sometime denies their time for personal studies, homework or prepare themselves for schooling. At the end, if sustained this situation may affects girls in examination performance.

4.6.2.14 Marriage systems

Early marriages in most Africa culture including Sukuma people are important for the reputation of the family. In addition marriage is the sources of wealth to family therefore this culture seemed to force some of the parents to allow their daughters marriage early because they belief that virginity contributing to the amount of wealth the parents have to receive. The amount of bride price was to convince parents to stop their daughters from schooling. So early marriage is another problem discussed by FGD participants.

On the other hand, negative attitudes towards girl's education were also observed to affect girls in psychological point of view. Wrong perception on girl's education that "to educate a daughter is like watering neighbouring Tree..." The society belief that, educating girls will not benefit her parent and family because in future she will be married and hence all their effort to educate girls will benefit their husband family, things which is not true. Therefore the combination of these cultural behaviours has great influence in girl's examination performance in a district.

CHAPTER FIVE

5.0 CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusions

Basing on form four examination performance statuses, it can be concluded that the results reveals to have large number of student being enrolled in schools but the dropout seemed to be very high especially in schools with poor student's examination performance in comparison to those performing better. Therefore, it seems that there was a relationship between school examination performance and dropout rate that means as the dropout increases the performance rate also decreases.

Implication – The high dropout rate within the poor performing school indicates that, the schools having poor examination performance have lower internal efficiency compared to those performing ones.

Basing on the comparison between student's examination performance with school type and ownership, it can be concluded that average annual examination performance was not significantly different from that of terminal examination performance as seen at ($P>0.5$) which means that, there was seen no significant difference between terminal and annual examination performance with school type and ownership, those were day and boarding school as well as Public and Private School respectively.

Implication – Although there was different performance rate among the school type and ownership, but this comparison is not significantly to enough affect students'

examination performance. Basing on the factors that influencing students' national examination performances in the study area, it can be concluded that there was no significant relationship between variables identified in both terminal and annual examination performance as seen at ($P>0.05$) level respectively. While on the other hand results by multiple response analysis on students challenges to learning process, student's examination performance was seen to be influenced by shortage of learning materials for 17.6%, Scarcity of teachers (13.8%) and Lack of reference and textbooks (12.4%). On teachers challenges to teaching process there were Lack of teaching aids for about (21.4%), Students absentees (19.0%), Lack of student's commitments (10.7%) and Lack of references and text books (10.7%).

Implication - Therefore having these responses, it implied that there are various factors influencing students' examination performance among the schools in the district that need attention.

On the other hand, through FGD the research identified other factors which influence students' examination performance as follows:-

- Poor English speaking, writing and listening among the secondary school students was seen to influence student examination performance.
- The negative cultural behaviour was also observed to influence students' examination performance in large perspective including the following:- Presence of bad statutory and customary laws practice, girls having heavy load on family chores than boys, early marriages, and negative attitudes towards girl's education among the society was seen to influence student examination performance.
- Poor school organization and leadership in some of the schools is another

challenge which observed to influence students' examination performance in terms of school governance, transparency and accountability in most schools administration levels. With this situation the schools found to have no collaboration among the school community including teachers, students and parents things which results into poor students' examination performance.

- The English syllabus was seen to be closed in a sense that it does not provide the room for teachers to use other sources of English language instead they have to use only Kadege's books.

Implication – the syllabus is too biased and it cannot complement the understanding of the English language to students.

5.2 Recommendations

Based on the findings of this study it is recommended as follows:-

- School teachers in collaboration with WEO, Ward educational coordinator (WEC) and District Educational Officers should take policy initiatives to reduce dropout rate and make sure that all enrolled students complete their studies in time.
- The study recommends that, each school, ward and the district should be involved in serious monitoring and evaluation of day to day teaching and learning practice based on the agreed work standards for better results.
- The government through the Ministry of education and vocational training, and the prime minister's office, region and local government administration in relation to local Government should:-

Firstly, employ new teachers especially Science teachers and motivate in-service teachers by remunerating in the sense of total compensation payments which includes not only the basic salary but also options, promotions, bonuses, expense accounts and other forms of compensation so as to motivate teachers to perform their duties successively. Also they have to enroll teachers with professional skills, opportunities and career development through seminars and workshops so as to boost staff motivation and update them with on-going changes in the profession system and enhance better service.

Secondly, Action should be taken to ensure positive students attendance for better examination performance.

Thirdly, there is a need to supply enough teaching and learning materials including references and textbooks to insuring friendly learning environment for better student's examination performance.

Fourthly, the school should provide seminars and learning programs to motivate students on the importance of education on their life in order to commit them to study hard for better examination performance.

Other emerging issues that need an urgent attention in the educational process as were discussed by FGD's participant were as follows:-

- The schools administration need also to establish English language speaking and writing programs as well as providing capacity building to both teacher

and students in all subject so as to influence subject content performance. Also, English syllabus should be reviewed to make it familiar to both teachers and students.

- The government in relation to educational stakeholders should ensure positive cultural behaviour among the society in order to influence student's examination performance among sexes through meetings, seminars, and workshops.

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APPENDIX

Questionnaire for Teachers, Students and Key Informants

Introduction

This study intends to assess factors influencing examination Performance among the Secondary seven leavers in Maswa District. The results of this study will be helpful and useful to local government officials especially those working in educational sector, educational stakeholders and the society in general in improving students examination performance, particularly the Maswa District society.

Section A: Respondent Background Information

1. Region.....
2. District.....
3. Ward.....
4. Respondents' sex: 1=MALE 2=FEMALE ()
5. Age of Respondent (In years)
6. Location of secondary school, 1= Urban, 2= Rural ()
7. Study class 1=form I, 2=form II, 3=form III, 4=form IV ()
8. Name of Secondary school, (Tick the right option)
1. Sukuma secondary school
2. Lalago secondary school
3. Sangamwalugesha secondary school

4. Ng'wanza secondary school
9. School category 1= Public 2= Private ()
10. School type 1=boarding school, 2=day school. 3= day & boarding school()
11. What is your education level (Tick the right option)
- 1=None
- 2= Adult education
- 3= Secondary Education
- 4= Secondary Education
- 5=Educational certificate
- 6=Diploma
- 7=First degree
- 8=Postgraduate degree
12. Family historical background; the highest educational level by the family.

	Family member	1=No formal education	2=Secondary education	3=Secondary education	4=College and Higher Learning
(a)	Father				
(b)	Mother				
(c)	Brother				
(d)	Sister				
(e)	Other Relative (mention)				

Section B: Standard Seven Examination Performance Status (Checklist)

13. Enrolment Status For Five Years (2009-2013)

School	Year	Number of Students Started Form One	Number of Students Sat For National Examination	Number of Students Passed	Number of Students Failed
Sukuma Sekondary School	2009				
	2010				
	2011				
	2012				
	2013				
Lalago Secondary School	2009				
	2010				
	2011				
	2012				
	2013				
Sangamwalu gesha Secondary School	2009				
	2010				
	2011				
	2012				
	2013				
Ng'wanza Secondary School	2009				
	2010				
	2011				
	2012				
	2013				

14. Secondary data

S/N	SCHOOL	STUDENTS BOOK RATIO	STUDENTS TEACHERS RATIO	STUDENTS TOILET RATIO	STUDENTS DESK RATIO	STUDENT'S CLASSROOMS RATIO
1	SUKUMA					
2	LALAGO					
3	SANGAMWALUGESHA					
4	NG'WANZA					

15. Basic subject students book ratio by school (secondary data)

S/N	SCHOOL	STUDENTS BOOK RATIO								
		Maths	Physics	Biology	Kiswahili	Geography	History	Chemistry	English Language	Civics
1	SUKUMA									
2	LALAGO									
3	SANGAMWALUGESHA									
4	NG'WANZA									

Section C: Students Examination Performance by School Type and Sex

16. For how many years have you been at this school?.....(Experience in Years)

17. What is the average score in Terminal/Annual exams at your school?

(a) Terminal Exams June, 2013 (%)

(b) Annual Exams November, 2012 (%)

SECTION D: Factors Influencing Student's Examination Performance

18. Are the following teaching and learning aids available in your school?

Student learning environment.

S/N	Learning Aids	1=Never	2= Rare	3=Sometimes	4=Always
a	Text books				
b	Desks				
c	Teachers				
d	Blackboards				
e	Teaching aids				
f	Pit latrine				
g	Supplementary books				
h	Syllabus				
i	Learning kits				
j	Teachers Houses				
xi	Classrooms				

19. Do you agree that the following factors influence Students to study in your school?

	FACTORS	1=Strong disagree	2=Disagree	3=Undecided	3= Agree	4=Strongly agree
(a)	Students' Attendances					
(b)	Family Educational background					
(c)	Students' healthy status.					
(d)	School Location					
(e)	Students' sex					
(f)	Students' family financial stability					
(g)	Pregnancies					
(h)	Food accessibility					
(i)	Time spent on media					
(j)	Time spent on cellular phones					
(k)	Gender based activities at home.					
(l)	Private study time table					

20. Do you agree that the following occur at your family/schools

S/N	Probles	1=strongly disagree	2=Disagree	3=Undecided	4=Agree	5=Strongly Agree
a	Provision of lunch to students					
b	Sports and games at school/home					
c	sexual harassme nt					
d	Child oppressio n					
e	Early Marriage					
f	Child labour					
g	Gender based activities at home					

21. What is the distance to and from school?(km)

22. Which means did you use to get there?

1) On foot

2) Bicycle

3) Motorcar

4) Others (Specify).....

23. For how long do you travel to school/home?..... (hrs)

24. How many days have you attended school.....(days) out of
.....(days)

25. What teaching and learning methods used during teaching and learning process?

S/N	METHODS	RESPONSE	
		1=YES	2=NO
a	Lecture		
b	Discussion		
c	Brainstorming		
d	Demonstration		
e	Role play		
f	Others (specify)		

26. What teaching and learning tools used during teaching and learning process?

S/N	TOOLS	RESPONSE	
		1=YES	2=NO
a	Computer		
b	Radio/TV		
c	Blackboard		
d	Chalks		
e	Teaching Aids		

27. (a) Are the teaching and learning methods relevant to the change of students' learning behaviour?

1=YES,

2=NO ()

3=DON'T KNOW.

(c) If NO, Why?.....

28. How often do the following events occur as teachers' commitment?

SN	Event	1=Never	2=Very rare	3=Sometimes	4=Always
a	Teachers attendance				
b	Are the Teachers getting prepared before teaching?				
c	Were they effectively teaching?				
d	Were teachers providing student's tests?				
e	Were they marking student's activities?				
f	Were they making follow-up, upon student's behaviour?				
g	Is the teacher providing guidance and counselling programs while they are at school?				
h	Teachers using allocated time for teaching properly				

29. Are there any problems that you face during the teaching-learning process?

i)

ii)

iii)

30. How do the following motivators to teachers, practised to improve school performance?

S/N	Motivators	1=Never	2=Very rare	3=Sometime	4=Always
a	Salary increase				
b	Teaching allowances				
c	Rewards				
d	Recognition				
e	Training				
f	Social Support				
g	Housing				
h	Transport allowance				
i	Responsibility				
j	Promotion				
k	Job opportunities e.g. Seminars, Workshops				
l	Transparency				
m	Others (specify)				

31. What are the syllabus challenges in teaching and learning process in your school?
32. In reference to your experience, what are the educational policy challenges you observed in teaching and learning process?
33. English language as an instructional language in secondary schools, what are its contributions on students' examination performance in your school?

34. Do you agree with the following specified factors that contribute greatly to poor performance at your school?

S/N	FACTORS	1=strongly disagree	2=Disagree	3=Undecided	3=Agree	4=Strongly Agree
(a)	Poor Teaching and Learning environment					
(b)	Students Readiness					
(c)	Teacher's Commitment					
(d)	Distance to and from the school					
(e)	Teaching and learning methods					
(f)	Monitoring and Evaluation of school education					
(g)	Shortage of teachers in schools					
(h)	Poor students' attendance					
(i)	Poor time use for teaching					
(j)	Students book ratio					
(k)	Students teacher ratio					
(l)	Students desk ratio					
(m)	Students' Poor time management.					
(n)	Accessibility of library service					
(o)	Accessibility of Laboratory service					